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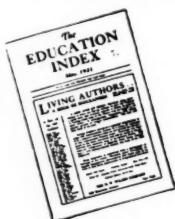
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THE JUNIOR COLLEGE JOURNAL

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THE JUNIOR COLLEGE JOURNAL

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Vol. II

APRIL 1932

No. 7

Public Relations of the Junior College

[EDITORIAL]

Educational institutions, public and private, from kindergarten to university, are realizing more keenly each year the necessity of keeping the public informed as to their purposes, needs, and service to society. This new phase of educational administration is even more apparent when economic conditions in a community occasion a closer scrutiny of expenditures, or when financial support is not so readily forthcoming. The newest of the important educational units, the junior college, is particularly concerned with the matter of placing its activities before the public.

Junior college administrators generally have been so occupied with the curriculum, the organization of instruction, the administration of personnel, and the several financial phases of their work, that this most important matter of public relations has had very little systematic organization and consequently has lacked the effectiveness that would solve many of the problems which are facing us at the present time. Many an institution has found its achievements unappreciated and its resources unnecessarily limited because amid the successes within the boundaries of the campus, it had neglected to place before the public that infor-

mation—regularly and frankly—to which the public is justly entitled. Not only must there be achievements in our junior colleges but the value and scope of these accomplishments must be made known.

The well-organized program of publicity is conservative enough to avoid the appearance of propaganda or of sensationalism, interesting enough to be read, and so directed as to be in keeping with the dignity, the ideals, and the high purposes of our work. It presents to the public a true picture of the institution, and is thus valuable not only to the junior college individually, but to the entire program of junior college development.

The objectives of the public relations program are threefold: (1) improving the scope and quality of student achievement by attracting to the institution students of superior ability; (2) increasing the enrollment in order that the institution may thereby extend its service; (3) financing the institution adequately. These will inevitably result, in greater or less measure, as the needs of the institution and its value to society are more clearly understood and appreciated by the public.

Too frequently administrators in our junior colleges, public or pri-

vate, neglect the responsibility of informing the public until situations arise which compel them to do so. Once adverse criticism has been heard, the publicity program loses much of its effectiveness, since it becomes defensive rather than purely constructive. Difficulties arising from lack of public information could frequently be avoided if there were a well-organized and definite policy of telling the constituency of the junior college completely, honestly, and interestingly of the affairs within the institution. The importance of this scientific publicity effort has been tangibly recognized by the employment in many institutions of a specially qualified director of publicity, by the organization many years ago of the American College Publicity Association, and by emphasis upon the matter of public relations in recent treatises on education. It is significant that a recent book of outstanding value to the entire junior college movement¹ devotes an entire chapter to this subject.

Instead of relying only upon the occasional news story, the bulletin of information, or the various "advertising" materials, direct or general, which have marked college publicity in earlier years, the present tendency is to systematize this program to the end that the various activities of the junior college may be placed before the public, making the material as presented build toward a definite objective. No longer does the wise administrator depend upon sporadic efforts or high-pressure campaigns alone.

In formulating a policy of pub-

lic relations for the institution, the following questions will arise in all cases: (1) What methods have been most generally used? (2) Does junior college publicity differ from other types of educational publicity? (3) What are the fundamental principles of junior college publicity? (4) What elements in publicity carry the greatest appeal? (5) What are the most effective channels through which the public may be informed and how should these be used? Undoubtedly every administrator who has been alert to the opportunities and the necessity for public relations has been very much concerned with each of these questions. He realizes that every junior college has a public relations problem. In other words, an opinion relative to the institution will inevitably be formed, based upon such knowledge as is available. This opinion will be an important factor in accelerating or retarding the progress of the institution. Our public relations efforts will be effective or ineffective, injurious or beneficial, depending upon the thought that is given to this important problem by the administrator of the institution, and upon the co-operation that he may wisely enlist.

A study of public relations policies, procedures, and materials has been undertaken for the purpose of answering the questions above and thus serving to some degree, at least, those junior colleges that are interested in further developing this important activity. Certain preliminary results of the study may be mentioned briefly at this time. Among the methods that are generally used are personal letters, circular letters, and illustrated

¹ W. C. Eells, *The Junior College*.

booklets addressed to prospective students, parents, alumni, and selected individuals not included in these groups. Addresses delivered by members of the faculty are effective in informing various organizations of the work of the institution. Special exhibits and displays, either within the institution or in places to which the public has ready access, are much favored. Motion pictures of student activities, interesting campus scenes, or representative work of the institution have been used effectively by many colleges. The radio has been found practicable to some extent. A wide variation of preferences among these public relations methods has been indicated by the institutions co-operating in this study.

Most important of all in the relations of the junior college with the public are the news stories published in the local newspapers describing the activities within the institution. In this case also, there is a wide divergence of practice but the experience of those co-operating in this study indicates that the most effective principles of co-operation with the newspapers may be summarized briefly as follows:

- (1) News must carry definite interest for the readers of the paper;
- (2) news must be accurate;
- (3) news must be well balanced, showing from time to time the many and varied activities of the college;
- (4) news of the purely sensational type is generally to be avoided;
- (5) news involving personal publicity is usually incidental to news of the college;
- (6) news that may reflect unfavorably upon another institution is to be definitely avoided.

If the junior college is to func-

tion effectively, and is to have adequate facilities for meeting the demands of the present time, as well as the years immediately before us, it must have the good will of the public. This will be achieved only as the result of informing the public more completely, more accurately, and more interestingly than we have done in the past. The growing consciousness of the value of education and of well-directed education activities, together with the present needs, as indicated above, makes this an opportune time for greater effort in the matter of public relations of our junior colleges.

G. H. VANDE BOGART

MATERIAL FOR DENMARK

While Edmund C. Jaeger of the faculty of the Riverside (California) Junior College was in Denmark last summer he made arrangements with the University of Copenhagen to prepare for their museum material for an exhibition of desert plants and animals. They have offered in exchange a valuable collection of star fishes and sea urchins from the East Indies Islands.

Students of the zoölogy department at Riverside, under the supervision of Mr. Jaeger, who is well known for his work among the desert plants and animals, will work on the project which will probably be completed by May 1.

Material from the University of Copenhagen will be particularly valuable because it was gathered by Theodore Mortensen, the leading authority on star fishes in the world. An exhibit of this collection will be given at Riverside next autumn.

The Problem of the Boy Who Lives at Home

MURRAY G. HILL*

At this time, when all the books on education are concerned with problems, when all the educational journals are filled with problems, when all the addresses made at educational gatherings center about the problems of youth, and when almost all courses in education in our colleges are dealing with problems, it seems almost futile to attempt to inject another suggestion of the same topic. With all these discussions of youth—and in most cases youth stands for the boy—with our religious organizations in all their ramifications, and with service clubs the country over discussing *ad infinitum* and *ad nauseam* the problems of the boy, one naturally expects to find the boy so thoroughly chastened and purified and sanctified that the only things lacking are wings and a halo.

The most hopeful indication of the soundness of the boy is that, regardless of the fact that he has been weighed and measured and tested and examined and charted, and regardless of the fact that his parents have been trained in how to bring him up, and to adjust the home to him, and to adjust him to society, he persists in being a Boy—a boy awkward, questioning, bullying, doubting. He is made of such durable material that he can-

not be ruined with experimentation. He comes through it all, chuckling at the fuss and fury that is made over him, knowing that in spite of it all, he will continue to be a boy.

In order to determine how much we have gained, and to see how much better animal we have produced as a result of all our testing and measuring, let us take a look at the American college boy of two or three hundred years ago. For convenience let us call our young friend Hezekiah Wigglesworth Cabot. The requirements for entrance to Harvard College in the early days were as follows:

When any Schollar is able to understand *Tully*, or such like classically Latine Author *extempore*, and make and speake true Latine in Verse and Prose . . . And decline perfectly the Paradigim's of *Nounes* and *Verbes* in the Greek tongue: Let him then and not before, be capable of admission into the Colledge.¹

For means of better understanding, we shall translate this into present-day terms. Hezekiah entered Harvard probably at the age of eleven. His illustrious kinsmen, Increase Mather and Cotton Mather, had entered Harvard at the ages of twelve and eleven, respectively. The entrance examination of that time corresponds perhaps to our present-day examination for the degree of Doctor of Philosophy. Letting twenty-seven years represent the average age of persons receiving the

* Chairman, Department of English, Pasadena Junior College, Pasadena, California.

¹ A. B. Hart, *American History Told by Contemporaries* (Macmillan, 1919), I, 468.

Doctor's degree, we find that Hezekiah has a mental age of twenty-seven. With his chronological age of eleven and his mental age of twenty-seven, little Hezekiah would be checked up with an I.Q. of 245. Now that is a serious matter, and he will need especial attention. With this mental over-development, and with his stern Puritan training at home, we are not surprised in finding him, in later years, writing such gloomy tracts as *The Day of Doom*, *Sinners in the Hands of an Angry God*, and taking special delight in witchcraft persecutions.

To be scientific in our investigation, we must follow Hezekiah into his college years. From his diary we take the following extracts:

February

- 8 Vacancy ended.
- 17 Went to Mr. Appleton's Lecture
- 21 Went to Doctr. Wigglesworth's Lecture.
- 22 Went to Mr. Winthrops Lecture.
- 27 performed all the Duties of the Day.

March

- 2 Snow at night. Class met about Logick.
- 5 Went to Meting Mr. Cotton preached.
- 11 Lord Loudon came to our House talked about corn.
- 13 Come to College, began Logick.
- 18 fit with the Sophomores about Cust.
- 20 had another fight with the sophomores.
- 30 read Watses Logick.

April

- 6 general Fast, went to meeting.
- 20 went a gunning after Robins with Hooper.
- 26 drank tea with Otis.

June

- 23 Declaimed this morning left off my wigg.
- 25 Mr. Appleton prea.
- 26 Presidents Grass Mow'd.

July

- 1 finished the Presidents hay.
- 3 Cato a Play acted at Warrens Cham.
- 6 Cato to perfection.
- 11 did not go to prayers.
- 13 Dismis'd from reciting.
- 14 Cato more perfect than before.
- 16 Sot in the Sophimores Seat.

September

- 1 did nothing only read the Customs.
- 6 read the Customs to the Freshmen.

November

- 2 sent home by Mr. Hunting

December

- 2 Quarter Day. Skated all Day and Din'd on ye Pond
- 14 had some cold Pig, catch'd cold.
- 21 had a dance at Bradford's Chamb.²

Notwithstanding the handicap of an I.Q. of 245, we find Boy predominating. Is it not interesting to watch his growth? The first month he went to classes regularly, performing "all the duties of the day." In the first part of the second month he is thinking seriously of his work, and he attends meeting, still following his early training. Distractions of the home environment interfere with his serious thinking, when Lord Loudon comes to talk about corn; but by two days afterward, he is back in college working at "Logick." By the end of the second month he has two fights with the Sophomores, and then is

² A. B. Hart, *op. cit.*, II, 267-72.

back at Logic again. When April arrives, Hezekiah is developing his social side. One day he goes "a gunning after Robins," and a few days later he "drinks tea with Otis." Near the end of June he has "declaimed and left off his wigg," and he has succumbed to the lure of outside work. By July he is attending college plays, perhaps taking a part. In the midst of the production of the plays, we find him "cutting" prayers, and being dismissed from class two days later. Little Hezekiah with the I.Q. of 245 is progressing.

In September he has become a Sophomore, and he does nothing "but read the Customs to the Freshmen." In November he is sent home again. In December we find him skating all day and dining on the pond, then having luncheon with friends, and finally ending with "a dance at Bradford's Chamb." Hezekiah has arrived. No more do we find him writing conscientiously of "performing all the duties of the day"; no more do we read of attendance at meeting; no more do we find him in the family circle in the evening listening to a discussion about corn. He has fought with the Sophomores, and he has gained physical confidence. He is now a Sophomore, and has gained the sense of leadership. He has gone a-gunning, and has developed sportsmanship. He has drunk tea and has attended a dance, and social graces have been acquired. The fact that he makes no entry concerning his relations with girls might lead to the conclusion that his sexual development was retarded. This is a needless worry, however, for his early Puritan home training has taught him to think of certain rela-

tionships in a sacred light rather than in the profane way of discussing them at large. No doubt girls entered his life, for we cannot conceive of a dance with men only as guests.

In September of 1931 we find enrolled among the five hundred students of Utopia Junior College a freshman by the name of Pierre Patrick Cabot, a direct descendant of Hezekiah Wigglesworth Cabot. During the years since we first knew Hezekiah, the Cabot line has wavered from its pure Anglo-Saxon trend. It has bent in one place and touched the Latin line; in another the Celtic; while in still another it has come in contact with the Slavic; and so Pierre Patrick Cabot has inherited Puritan sternness, Latin temperament, and Celtic physical strength. He is a far more complicated personage than was his grandfather Hezekiah. Not only is his home life greatly different from that of Hezekiah's, but the machinery of his college has become so intricate that it seems scarcely to have any connection at all with the college of the seventeenth century. With one hundred and fifty other boys, he has been tested and measured and charted and oriented and finally when it is all-over, he finds himself wondering what it is all about. He attends classes daily, and listens to little sections of knowledge which apparently have no relation to each other. He is hurried from class to class, and when he has no regular class period he is herded into a study hall with one hundred other bewildered boys and girls, where he sits in an assigned seat until the signal indicates that he is to move to another class, for Utopia prides itself on the fact that

it knows where every student is at every moment, and that it has every student busy every moment of the day.

At the close of the day, Pierre carries his books home, where he is supposed to have nothing to do but study until bedtime. But when he arrives home, he finds that his mother has been unable to get the marketing done, for she cannot drive the car. While dinner is being prepared, Pierre snatches a few moments in which to study; but he does not remain quiet long, for his father comes home, and while he is waiting for dinner, he turns on the radio. After dinner Pierre hurries to his room to get at his studies. He gets no more than well started, when he is called out to take a fourth hand at bridge, for a neighbor has come in for the evening. After the neighbor leaves, Pierre thinks that he can possibly get one subject done hastily, and he trusts to luck that he can "get by" with the other subjects. The radio is still going.

This case of Pierre is not unusual, for in Utopia there are many others who are experiencing the same difficulties. In establishing the junior college, one of the strong talking points was that the student would be enabled to stay at home and attend college, thus lightening the financial load, and also keeping him under the watchful care of his parents during his impressionable years. At first thought this appears to be a worthy consideration. Many families find the burden of sending sons away to college too great to be met, and so the son must go to work in the hope that he may earn enough to pay his own way at some later time. The junior college has

no doubt enabled more boys and girls to attain two extra years of education than they could otherwise have done. The second point is not so easily disposed of. It is true that it is difficult to have the family circle broken by the boys and girls going away to college. A boy at the age of college entrance is more companionable to his family than he has been before, and it is hard to let him go. Is not this selfish reason of keeping the family intact really at the bottom of the argument that he should be kept under parental guidance?

The junior college, while attempting to solve two problems, has developed two more. The boy living at home and attending junior college has two serious facts to face: First, he is likely to lose his independence of thinking, and, second, he is likely to lose his independence of action.

Day after day, and year after year, the conversation in the home centers around the same thing. In the ordinary home, breakfast is eaten in a hurry, with no other thought than of arriving at school or the place of business on time. The whole family is never together at lunch time. The dinner table conversation at best would probably not excite much mental contest. In the evening the members of the family go about their varied interests, and Pierre is left to himself.

It is possible that in some class during the day, a statement has been made which has upset all the boy's former ideas. He carries that statement home, and a family discussion follows. The intensity of feeling depends upon the degree of "stand-patness" in the family. The boy is sensitive, and in order to

avoid any more unpleasant scenes, he keeps his thoughts to himself in the future. Some of his friends have been away to college, and when they have come home on a visit, he has heard them tell of what they have learned and of what they are thinking. At once there is a conflict in his own mind between his desire to talk over what he is thinking, and the knowledge of the disastrous results of his former mention of the subject.

The matter of religion is another subject for the boy to work out for himself. His friends away at college tell him of their independence of thinking, and to him they seem to have forged far ahead. He may have been brought up under a most dogmatic faith, and as he has read more widely, and thought more deeply, he finds himself in conflict with his early training. He cannot discuss this at home, for he fears a family scene. And in Utopia he has no time during the day in which to talk over these doubts with his companions. Or he may have been brought up in a family where there is no attention paid to religious training. He finds himself beginning to form a religion for his own use, but he cannot discuss it at home, for fear of being scoffed at. And so he keeps his mouth closed. Again he has no time during the day for discussion with his companions, for Utopia keeps him busy every moment.

The boy living at home is likely to lose his independence of action. He is attending junior college because the expense is light. He may be given a small amount of spending money each week or month, and more than likely he will be required to give an accurately item-

ized account of every penny spent. This fear of criticism for his expenditures is not the best thing for him. One of his friends away at college has told him of his experiences in handling his own allowance. He may have loaned money to a friend who later failed to return it. He may have been enticed into a game of "Black Jack," and being a novice, lost his whole month's allowance. His means of getting himself out of these difficulties fascinates Pierre, who knows that his friend is learning how to take care of himself in life, making mistakes, evaluating personalities, in fact learning all the ways and means of getting along in the world which he (Pierre) will have to learn later. He knows that all the advice and theories will count as nothing when he meets the actualities, and that he will learn only by his mistakes and by his escapes from mistakes. He resents the close supervision of his actions.

He may decide to become independent by earning his own spending money, and so he procures a job. He is kept out at irregular hours. The work may take so much of his time that his studies go down, and blue letters come from the dean to his home. This again causes another discussion. His friends away at college have gone through the same experience, but they have been fortunate in that they were so far away that they could avoid a family scene. Letters, after all, are less disturbing than are family discussions. He either gives up his work, or he makes up his mind to endure the family stoically until he can get himself adjusted.

The boy's social relations are another vexing problem. His friends away at college have told him of the "wonderful fellows" they have met. There are the upperclassmen who are almost idolized. It is they who have gained *savoir-faire* that steadies the activities of the underclassmen. They may be fraternity men, and the underclassmen are trained socially and ethically by them. We must recognize that it is the upperclassmen who wield the greatest influence in a four-year college. Pierre recognizes that in junior college he has no one to emulate—that he, himself, in the second year is the upperclassman. This feeling of detachment from other students, his parents may not understand. They may not be able to realize that Pierre longs for some ideal up to which he may work himself. Most of his companions are likely to be the boys with whom he was associated in his high-school days.

Or he may be associated with some local club in Utopia Junior College. In his initiation into this club Pierre may have been treated somewhat roughly, but he has gone through it like a man, for no healthy boy will acknowledge that there is any physical test that he cannot endure. He has talked somewhat at length at home about his initiation, for he is proud of being a member of this club. It may be that Pierre's mother, under a mistaken judgment, reports to the college authorities that her son has been roughly treated. If Pierre ever discovers this, he can never have the heart to talk over his triumphs at home again. Contrary to rules and regulations of Utopia Junior College, some of the members of this club may smoke and gamble.

Pierre will carry the smell of the smoke home in his clothing, and this produces another family discussion. This, together with the fact of his rough initiation, may make his home life almost unbearable in relation to his friendships.

The boy living at home often has difficulty with his athletic relations. His parents may be emphatically opposed to his participation in football, basketball, or track. The one thing Pierre wants above all other things is to excel in some sport. Day after day he reads the accounts of the accomplishments of boys in other colleges. He attends the games of his own college. He hears the applause, and he sees the rewards. He may have had the bravery at one time to go out for some sport, but it is possible that parental objections have over-ruled everything else.

As Pierre has sat on the sidelines watching the other boys do the thing he wanted most of all to do, he may have become aware of a sudden interest in some girl sitting beside him. Here, at last, is one person in whom he may confide; one who will understand his suppressed emotions and bring him out. In the quiet of his own room, after he has crept in without disturbing the family, he sits at his desk and writes a few lines of limping poetry to his ideal. He cannot make it express his pent-up feelings, and he scratches it out and starts over. Finally, giving it up in despair, he tumbles into bed. What is his chagrin the next evening at the dinner table, to have his younger sister produce the attempts of the evening before, which he had carelessly thrown into the waste basket. After this, anything that

approaches the subject of girls is carefully avoided.

The boy living at home and attending junior college has greater difficulties to overcome than does the boy who goes away to college, or the boy who lives at home and attends a four-year college. The junior college is likely to be placed entirely under the regulations of secondary schools, in which case it may become a glorified high school. It will then retard the growth of the boy's independence. The family may become too much of a power in molding his career. Repression at college and repression at home are likely to be too strong a combination, and he is wrecked. The boy living at home and attending a four-year college has nothing like the problems of the former boy. The upperclassmen of the four-year college tend to counteract the depressing influences that may interfere with his progress at first.

What is the solution of these problems? Can anything be done to remedy this situation? In many towns there are classes in parenthood being established. These may, in time, help; but there is grave danger that this education in parenthood may develop an even stronger antagonism in the home. In the meantime the remedy lies in the instructors in the junior college. Their work is doubly hard, for it is their function to stimulate an interest in scholarship and at the same time to have a strong humanitarian interest.

Let us look for a moment at the kind of teacher Hezekiah Wigglesworth Cabot had. We read:

It was found necessary that a Court Messenger (schoolmaster) was required . . . to be occasionally em-

ployed in the Village . . . and all around where he may be needed, as well to serve summons, as also to conduct the service of the Church, and to sing on Sundays; to take charge of the School, dig graves, etc., ring the Bell, and perform whatever else may be required.³

Here lies the secret of Hezekiah's successful growth. His teacher was a man of parts. No dull pedant he! He could answer all questions, whether they pertained to religion, art, or manual labor. After all, he was the ideal kind of master, for if lessons in Latin grew dull, could he not attract the interest of the boy by discoursing on vocational achievement? He knew Hezekiah's family; no doubt he had provided their firewood; and for compensation he may have been boarded at Hezekiah's home. What a splendid opportunity for teaching parenthood! Can you not picture the pleasant group sitting before a roaring fire on a winter's evening, discussing the punishment that ought to be meted out to Hezekiah for cutting prayers, or for attending a dance? The master had served summons, and he knew the anguish and heartache that came to one summoned to appear before the magistrate. He had conducted the singing on Sunday, and knew the difficulty one experienced in staying to the true tone at all times and under all circumstances. He had rung the bell for celebrations and holy days, and he had tolled that same bell for those whose graves he had already dug. He knew the entire gamut of human emotions, and in dealing with Hezekiah, he urged a little persuasion here, a little praise there, a great

³ A. B. Hart, *op. cit.*, I, 585.

deal of sympathy, and above all, no end of patience. When the curfew sounded, and the embers were covered, Hezekiah crept off to his bed thrilled with the emotions of having found a friend who understood him, and palpitating with the desire to live up to the ideal that that scholarly friend held up to him.

Pierre's salvation lies in the hands of his teachers. We must recognize the fact that Pierre has the most difficult problem of any college student, for he is in constant conflict. Our task is to lead him in the right way of thinking and living without turning him against his home and family. By obtaining his confidences, so that we may get at his real self, can we have something to work on. A little careful guiding in his philosophic and religious thinking; an infinite amount of patience in listening to him expound his own theories, with a little touching up here and cutting down there; an interest in his experiences in financial matters; sometimes a critical reading of his poetic thoughts; at other times a patient listening to a recital of his disappointments; an earnest endeavor to bring him to a realization of his latent powers and an effort to develop those powers; and at all times a deep conviction of the genuineness of his character; never losing sight of the importance of our task; always maintaining a sense of humor; and above all having infinite patience—here is the task for Pierre's instructors.

The great value of the junior college at present comes from its freedom from the compulsion and the rigidity of a system.—MARION COATS.

ATTITUDE OF METHODISTS

"The Methodist Church, as a whole, is no longer interested in perpetuating secondary education. . . . It does not believe in the parochial system of education but in the public system. The development of high schools has made it unnecessary and ill-advised either to organize any new secondary schools under the control of the church, or to make any extra contribution for the perpetuation of those already organized," reports Jesse P. Bogue in the *Troy Conference Academy Bulletin* in explaining the development of the Academy's new Green Mountain Junior College at Poultney, Vermont. Fifty-two boarding and sixteen day students are enrolled in this coeducational junior college.

YALE'S POSITION

In stating what the attitude of the Sheffield Scientific School of Yale University would be toward junior college transfers, Dean C. H. Warren said in a report to the Society for the Promotion of Engineering Education, that it "will be to accept only such candidates as have made exceptionally good scholastic records in the junior college, and, furthermore, to test their accomplishments and aptitudes for work in mathematics, physics, and mechanics by requiring them to take comprehensive examinations in these subjects in the fall before admission. In regard to drawing it would seem to me that we could judge their proficiency in this field by having them submit a statement of their previous course and the plates which they had made in the course."

Presenting Ward-Belmont

MARY R. NORRIS*

Our visitor will enter the Ward-Belmont campus from the open side of a quadrangle on which face the six residence halls and the administration building. He will find the campus, with its fountain, statuary, wrought-iron summer houses, ancient box and magnolias, still reminiscent of its days as the formal garden of an antebellum estate. Above the administration building he can see the old water tower which was turned into a signal tower during the Northern occupation and which now serves as a campanile for the chimes. Like the guests of other times he will enter the reception rooms of the old mansion where the statuary, the stained glass windows, the great French mirrors, the cornices intricately carved by foreign artists, preserve the dignity and stateliness of an earlier day. In the

greeting of the President, who has been connected forty years with this institution, our visitor will find the courtesy and courtliness of the Old South. With a history dating back to Ward Seminary, which was founded in 1865 and to Belmont College, founded in 1890, Ward-Belmont treasures its traditions, and in them lies much of its stability and charm.

But as our visitor continues his tour of inspection, he will find the best of the new supplementing the best of the old, for the two vice-presidents in active charge of the school affairs are always on the alert for any innovation that will increase the efficiency of the school and its plant, or the welfare of its students. In the old group of college buildings grouped around the mansion are the central dining-room and kitchen for which the school maintains its own bakery and cold-storage plant, and which have every modern facility. In the modern residence halls and administration building colonial architecture is adapted to modern school needs of today. The library, with its trained staff and thirteen thousand books, and the laboratories, with adequate apparatus, are of course basic in the equipment of the school. Ward-Belmont has a very spacious gymnasium equipped with the latest and most effective appliances, even to its tiled swimming pool with filtered water further purified by violet rays.

* Professor of psychology and former Dean, Ward-Belmont School, Nashville, Tennessee. This is the seventh in the series of articles on representative junior colleges. For method of choice of institutions see *Junior College Journal* (June 1931), I, 552-54. In each article the administrative head of the institution has been asked to answer in his own way the problem: "An English-speaking educator from abroad knows nothing of the junior college but is anxious to learn as much of it as possible, in its various aspects, during a visit to the United States. Your institution has been suggested as a representative one for him to visit. Please state the features of greatest significance that you think he should observe in his visit to your college."

EDUCATIONAL LIFE

The Dean of the Faculty will give our visitor the details of the students' educational life. Since the students come from all sections of the country and later attend many different types of institutions, the teachers are from different parts of the country and have different kinds of training, though each is a graduate of an institution of recognized standing. They are selected with the general idea that personality and an earnest desire to direct and guide and teach are on an equal basis with formal training. Eighty per cent of the teachers have taught five years or more. The size of the classes and of the teacher-load is far below the maximum permitted by accrediting organizations, thus enabling the individual student to have an unusual amount of time given her not only in class but in conference. The Dean of the Faculty in counselling courses and the teachers in conference have the advantage of the personnel record for each girl, which includes all the phases of her school life, intellectual, physical, social, disciplinary, executive, educational, religious. A wide range of courses is offered, and besides the general diploma from the junior college, the student may work for certificates or diplomas in six special departments. There are both terminal and continuation courses. There is ample evidence of experimentation with the curricula, experimentation not for its own sake but for the students' gain. The success of the system is proved by the records of the 70 per cent of the last five graduating classes who have gone to higher institutions.

Every student is required to have three hours each week of outdoor exercise, and the Physical Education Department gives supervision in every type of recreation and play: horseback riding, dancing, archery, bowling, tennis, and drills. The school maintains its own stables, and has the most modern courts and playgrounds.

STUDENT SOCIAL LIFE

The Dean of Residence will give the details of the girls' social life. Since one of the aims is to give each girl a variety of contacts through groups so small that she will never feel lost, there are birthday parties in the small dining-room, small tables in the central dining-room and a change in those every three weeks, and a social club membership limited to fifty. Another aim is to give opportunities for leadership; and this is done through the semester change in many student offices, and through a number of organizations, social clubs, state clubs, glee club, choir, orchestra, literary organizations, classes, publications, Y.W.C.A., athletic association, and student council. These organizations provide about one hundred and fifty positions of student leadership. A rating system has been adopted allowing one student to hold only one major student office.

There are two groups in which the students feel most at home. One is the dormitory where the hostess, who has no share in the disciplinary life, has always an open door for casual chat or for friendly counsel. The other is the social club. There are ten of these clubs to one of which each student must belong. Each has its own club-

house in soft gray stucco with red tiled roof in the "Club Village" on the lower campus. Here every form of social training is possible, from preparing an informal Sunday breakfast or serving tea before the open fire to practicing parliamentary law at the regular meetings, supporting the club in the scholarship, citizenship, and athletic contests, and preparing and sponsoring the one annual elaborate entertainment.

A religious spirit pervades the school. The officials are active in their own churches and are deeply interested in religion as a part of everyday living. The students attend church on Sunday and have one devotional chapel service during the week. There are two teachers of Bible and Religious Education, one of whom directs the work of a vigorous Y.W.C.A. The students themselves plan and conduct their Sunday School with its student talks and discussion groups. They also have charge of the Sunday vespers. Large numbers of girls conduct regular recreational programs in the hospitals and charitable institutions of the city.

If our visitor stays his allotted two days at Ward-Belmont, he will be impressed with the happy confidence pervading the college. There is a spirit of harmony and friendliness among officials, faculty, and students, and between the old girls and the new. The benefits of well-balanced living are manifest in the girls' bearing and attitudes. Those at Ward-Belmont are glad to be there.

The ideal striven for at Ward-Belmont is education, not only as an adequate preparation for the fu-

ture, but a means of vigorous, harmonious, abundant living in the present. To this end have the buildings been adapted and constructed; to this end has the equipment been assembled; for this purpose has the faculty been chosen; for this purpose both the curricular and extra-curricular activities have been adopted and perfected.

NEW LOUISIANA INSTITUTION

Ouachita Parish Junior College is the latest addition to the junior college family in Louisiana and the only public junior college in the state. Although an enrollment of less than a hundred was anticipated for the first semester, there are already over four hundred students in attendance at this new and progressive institution. It has an exceptionally strong faculty and an unusually well-arranged and adequate building. C. C. Colvert is the energetic president who is rapidly demonstrating the way a well-organized public junior college fills a real need in Louisiana.

TESTS AT STEPHENS

The National Research Council of the American Council on Education will conduct at Stephens, May 3 and 4, a comprehensive examination in order to answer two general questions: Is college education efficient in so far as the individual student is concerned? How can college education be improved in so far as the individual student is concerned? Stephens was selected for the experiment as the only private junior college and is being tested along with a group of senior colleges and universities.

Orientation in the Junior College

HERBERT POPENOE*

The junior college has been an innovation in educational procedure. It has been developed to meet the present situation of our civilization, and its development has been in many ways "unusual" when viewed from the background of educational history. Its problems are different from those confronting other types of institutions, and it is necessary that it adopt and adapt new techniques.

As President L. D. Coffman of the University of Minnesota has said,

The efficiency of our higher institutions of learning in the future will be dependent, not upon the number they eliminate, . . . but upon the extent to which they guide students wisely, train them in proper habits of thinking, . . . introduce programs of work adapted to modern society and to the needs of the students.

CHALLENGE TO THE JUNIOR COLLEGE

This presents the crux of the challenge to present-day education, and particularly the challenge which has been thrown down before the junior college. In a very real sense, the preparatory, terminal, and popularizing functions of the junior college can develop to their fullest potentialities only when the guidance background described in the quotation from President Coffman is applied in the case of each individual student. In

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each case, the terminal or preparatory function which should apply will depend in large part upon the careful analysis of each case with regard to self-direction and adjustment.

"Moral and ethical guidance," which is the older name for self-direction and adjustment, should be a keynote of the public junior colleges. In the historical background of education can be seen the long struggle between the Church and the State with regard to the control of the schools, which has, fortunately for society, been decided in this nation very effectively in favor of State control. While the State, however, may well forego any interest as to the salvation of its educational charges from the theological angle, it is quite another question as to whether or not the State can afford to forego the socialization of its future citizens.

In its common usage, "moral" has come to be too closely identified with theological concepts. Morals and ethics exist quite distinct from theology, and the writings of such men as Socrates and Marcus Aurelius, neither of whom was particularly inclined toward theology, abound in the postulation of moral and ethical ideals and training. In consonance with this type of definition of morals and ethics, education at large and the junior college in particular are under a direct obligation to provide the best possible training for social adjustment.

As to how this is to be accomplished, authorities differ. It seems evident, however, that at least a large part of such effort must be made through course work. Pasadena, Menlo, and Stephens junior colleges have been developing such general courses in what has been termed "Orientation." No "course" can really succeed in inculcating all the desired habit patterns, and the only answer which can be final must come through the concentration of the entire faculty, curriculum, and school upon the objective of exposing students to those modifying experiences which will satisfactorily condition them to socially desirable habit patterns. This matter of morals and ethics cannot be applied as a veneer, but must be deeply ingrained into the habitual and automatic behavior patterns of the students.

Prior to the development of this ideal school situation, however, course work such as that now given under the heading of Orientation must be given consideration as a more immediate possibility. It seems probable that, even after the development and existence of an ideal school such as has been described, courses in Orientation will still continue to be a basic part of the training.

WHAT IS ORIENTATION?

Much confusion has arisen relative to the use of the term Orientation, in some instances the term having been applied to courses which were purely survey courses in various fields of knowledge. It will serve to define the objective of this paper to quote the definition given by the *Encyclopedia Americana*, which is as follows:

The adjustment and maintenance of itself by an organism in its proper relation towards its environment. The ability to keep right-side up, to face or to move in a determined direction, to control and utilize this power, are in some degree necessary to every living thing. These phenomena in their higher manifestations surpass present human powers of explanation. Orientation is essentially a mental perception of the necessity for a muscular act. Its exercise is ordinarily unconscious.

The foregoing definition expresses the objective and intention of any course in Orientation as it appears to the writer.

It is an implicit obligation of the junior college to give its students proper orientation with regard to life, with regard to further possible academic training, with regard to sociology and economics as they apply in life situations, and with regard to that knowledge of psychology which will best fit him for a happy and successful life in the broadest sense of the term.

JUNIOR COLLEGE FUNCTIONS

In every one of its four functions, the junior college is obligated. The functions will be discussed briefly in this regard.

Preparatory.—In fulfilling its preparatory function, the junior college is dealing with a group of individuals particularly in need of proper orientation. The use of the term "preparatory" implies that the students are preparing for further education, and the junior college is in a position to furnish them much valuable help. Training in how to study, how to read effectively and efficiently, how to prepare for examinations, how best to

organize their work and efforts in an actual examination situation, the curricula which will be available in the higher institution, all these are highly desirable fields for orientation of those students who fall under the preparatory function.

Terminal and popularizing functions.—For the purposes of this paper, these two functions should be considered together. Those students who will go no further with their education and those students who, except for the development of the junior college, would otherwise not have attended any college institution are all in need of more than merely academic training.

For such students, the junior college is the last opportunity, and in the case of the popularizing function perhaps the only opportunity, for society to mold its citizenry to desirable standards.

For students such as these, training in the use of leisure time, in sex hygiene, in vocational and occupational outlook, and in rational thinking will all prove of tremendous value.

The guidance function.—All that has been said with regard to orientation applies with particular emphasis to the guidance function of the junior college. Guidance, like rational judgment, can never be implanted wholly from the outside. The most advantageous forms of guidance are those which are concerned primarily with the development and direction of self-direction and adjustment.

The foregoing discussion has outlined the need for such a course in the junior college, and its broader purposes and objectives. The next step is logically to describe the manner in which such a course

should be given and the content which it should include.

EQUIPMENT NEEDED

In order to provide for a satisfactory course in Orientation, the following equipment would prove tremendously advantageous.

A really expert teacher.—Such a course, particularly those aspects dealing with mental hygiene and sex hygiene, cannot be given by a faculty member who stands in real need of psychoanalysis for his (or her) own adjustment to life and to society.

A good textbook.—None such has appeared on the market to date, although books by such authors as Werner, Fenton, Headley, Book, Overstreet, and others are highly commendable in their particular fields. The need is for a textbook which covers the broad general field which must be taken into consideration in such a course.

A syllabus.—This should provide for the minimum essentials of the course for which each student should be held strictly accountable.

A source book.—None has appeared in this field, and there is a real need for it. Most of the materials which would be very advantageous for reference are so widely scattered in books and periodicals as to be in large part unavailable.

A teacher's manual.—Even the most capable of instructors could profit by suggestions on how the course should be conducted. Suggestions, illustrations of laboratory demonstrations, and discussions of possible lecture materials for the different parts of the course would all prove tremendously advantageous.

Notebooks.—Individual notebooks in which the students can record their reactions or introspections are a direct and very effective aid to self-analysis of difficulties.

Tests.—A battery of personality, intelligence, achievement, and aptitude tests are of manifest value for guidance, much of which can be accomplished by returning the results to the individual members of the class together with a discussion of the class average and distribution as a whole.

Work book.—Finally, a work book for the students, in which problems are presented to them for their analysis and written discussion, is a very real need.

With the foregoing equipment, the chances for success of the course, as measured by the progressive adjustment of the students, should be very marked indeed. While the equipment may appear large, each item is really essential, and the sum total of the material would integrate very advantageously.

TOPICS TO BE COVERED

The items already enumerated, and particularly the syllabus, textbook, and source book, should cover at least the following topics:

The technique of life adjustment in social and economic communities. The disadvantages of learning through "bitter experience." The necessity of students making decisions for themselves. The wise use of time, effort, and money. The construction and use of a time schedule or budget. How to keep fit, physically and financially, in college. The significance of personality. The

relationship of personality traits to heredity and environment. The purposes of a college education, and their relation to personality. The evaluation of the integrated personality as a whole. Characteristic reactions to social stimuli. The nature of study. How to study. Conditions that favor salutary living. Hygiene.

Mental hygiene, the epitome of adjustment to life. Sensory motor arcs. Conditioned reflexes. Habits. Mental maladjustments.

Improving reading ability.

Fixing behavior. Laws of learning. Habit.

Thinking. Dewey's definition. Developing efficiency of thinking.

Sex hygiene.

Forming reliable judgments. Its relation to thinking. Its necessity in a democracy.

Measuring achievement and how to prepare for examinations. The purposes of examinations. Different types of examinations. The criteria of good objective examinations.

Enjoyment of life; ambitions and ideals. The possible criteria of enjoyments. The use of leisure time. Impersonal pleasures.

The choice of a vocation. Survey of the occupational field. Use of tests of personality and vocational interests. The factors involved in the choice of a vocation. Self-analysis of factors related to vocational choice.

A discussion of scientific management as it is used at present in modern industry.

For those planning to continue on in the university, a discussion of the various types of curricula which they will find offered there. Who should go to college?

Educational Values of Sororities

CATHERINE HAUGH*

Stephens College, a junior college for women, has for many years been concerned with evolving a program that would provide the student opportunity for social adjustment and growth as well as for academic development. While the administration has constantly kept in mind the value of maintaining high academic standards, it has, at the same time, fostered a number of student organizations, each directed by a faculty member, which provide an opportunity for social adjustment and development of leadership. Because of the many unique features of the sorority regulations, the administration feels that the sororities are one of the means through which the college can, by using small groups, carry out its program for the growth and development of students outside the classroom.

It is the policy of the school that all students have the privilege of joining a sorority. In order that this may be possible, new sororities are organized as the increase in the size of the student body creates such a need. At present, there are thirteen sororities with a membership of approximately forty each, for a student body of six hundred. Students organizing a new sorority experience no humiliation. There are, at present, five national sororities (all the national junior college

sororities maintain chapters on this campus) and seven local sororities.

Rushing in the fall lasts about six weeks. This period was made as long as it was thought advisable in a college where the majority of students attend for two years only. During the period of rushing the sororities are not permitted to give parties for the rushees nor are the individual members permitted to spend money on the rushees. The sorority members are encouraged to invite the girls to go places with them but each student pays her own expenses. Each sorority is encouraged to meet all the new students and to invite as many as possible to the chapter rooms. "Signing up" does not occur until all the students have been met and invited to at least one chapter room.

The preferential system is used in "signing up." At an assembly called for that purpose, the sorority organization of Stephens College is explained to the women. After this explanation, each non-sorority woman is given a card on which the name of each sorority is printed in alphabetical order. The student then numbers her card according to her preference. At the same time the non-sorority women are signing their cards, the sorority women are voting on the new members. These lists and the cards are turned over to the Sponsor of Panhellenic, a faculty member, and she proceeds to assign the students according to their choice. No woman is assigned

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to a sorority unless the sorority has placed her name on the list.

The sororities at Stephens College do not maintain chapter houses. They have rooms provided by the college. These rooms are located in Senior Hall, the resident hall of the seniors. The sorority retains the same suite year after year. The college provides the necessary furnishings. The sorority pays for the accessories such as lamps, pillows, and pictures, and keeps the rooms in order.

One of the unique features of the sorority administration at Stephens is the financial restrictions imposed upon the sororities. No sorority is permitted to collect more than \$25 during the year from the new members. Only \$10 per year may be collected from old members. No assessments of any kind may be collected. In order that the sororities may enjoy a full social program, careful supervision of the sorority budgets is necessary. Each sorority is supplied with a model budget at the beginning of the year.

It is also a policy that each sorority make some contribution to the life of the college as a whole. Therefore each selects some project—some means of making the life of the student more pleasant. Among the projects that have been selected are redecorating the recreation room, providing newspapers for a reading-room in the book store, maintaining a library of modern fiction, and the like.

Each sorority has a faculty sponsor. The sorority chooses the sponsor, who supervises the expenditures, assists in the planning of social functions, chaperones the social functions, and serves as a general friend and adviser.

Since the majority at Stephens are sorority women, much of the social life of the college centers around the sororities. Besides the numerous informal parties in the chapter rooms and at the Stephens College Country Club, each sorority has a Pledge Luncheon in the fall and a formal dance at the Stephens College Country Club in the spring. Each sorority entertains the faculty once a year. Many of the sororities have tea dances in addition to the formal dance. The women are permitted to invite men to the dances.

There are a number of intersorority contests which stimulate friendly rivalry and pride in the group as well as provide various departments with a means of interesting a large number of students in some activity. In the fall, shortly after pledging, there is an intersorority song contest. During the year there is a basketball contest, a swimming meet, and during some years there have been intersorority debates.

There is an active Panhellenic organization at Stephens College. This organization is composed of one representative from each sorority. The president of Panhellenic is elected by an all-student vote and she is regarded as one of the most important officers on the campus. Panhellenic Council determines the rushing regulations, manages intersorority contests, charters new sororities, arbitrates in matters of disputes, and determines the policy of sorority administration. In addition to these general duties, the Council averages the grades of each sorority member each six weeks and sends the average to the sorority president and sponsor and also publishes the scholastic standing of

the sorority. The Council attempts to foster courtesy on the campus in every way possible. As a means of carrying out this program it publishes a *Courtesy Book*, which it sells to the students for twenty-five cents, and it gives to each sorority member a Social Judgment Test. These tests are graded and the sororities are rated accordingly.

In addition to the bi-monthly meetings of Panhellenic Council, the sorority presidents meet twice a month. These meetings are informal and are held in the chapter rooms. Refreshments are served and every effort is made to create an informal atmosphere. The presidents are encouraged to discuss their difficulties and so to benefit by each other's experiences. These informal meetings do much toward creating a friendly spirit among the sororities.

In spite of the encouragement that is given to the students to affiliate with some sorority, there are always some of the girls who do not join. The campus as a whole does not feel sorry for these girls. There is no feeling between sorority and non-sorority women. Panhellenic Council always informs the non-sorority students of the intersorority competitions and invites them to organize a team and participate. The sorority women are very generous in cheering the non-sorority team and seem genuinely glad when its team is victorious. The non-sorority women are permitted to have the same social functions as the sororities and often a group of non-sorority girls will have a luncheon or a dance. Non-sorority women at Stephens College are assumed to be women who do not wish to affiliate with a group rather than women

who cannot affiliate. In order to test this assumption, Panhellenic Council has made some interesting investigations.

During the spring of 1928-29 a questionnaire was sent to all the non-sorority women. In order that the students might not hesitate to answer the questions truthfully, they were requested not to sign their names to the papers. One part of the questionnaire listed reasons for not joining a sorority. The non-sorority women did not co-operate very well with this attempt. This lack of co-operation was not due to any antagonism on the part of the non-sorority student, but to indifference. Of the 101 questionnaires sent out, only 25 were returned. Eighty-five per cent of the returned questionnaires indicated that the student had not joined a sorority because she did not want to.

The Council did not accept these data as reliable because so few students had returned the questionnaires. So during the year 1929-30 the Sponsor of Panhellenic personally discussed with each non-sorority woman her reason for not affiliating. Of the 638 students in college, it was found that seventy were non-sorority women. Forty of these did not affiliate because they did not wish to do so. Seventeen broke their pledges during the year. Eight did not join because parents objected. Finances prevented five from affiliating. In ten cases pledges were broken by the sorority. Only eighteen received no invitation.

The foregoing is a description of a sorority situation in which most of the evil effects of the sorority have been eliminated and many of its potential values have been consciously developed.

Follow-up Study of Junior College Students

GEORGE H. BELL*

In the spring semester of 1930 it was decided to investigate the status of former students of Citrus Junior College who had been resident one semester or more. Citrus is one of the oldest of the small, or departmental, type of public junior colleges in California. It was organized by vote of the Board of Trustees in June 1915 and, with the exception of the war period, it has had classes in continuous operation ever since. The enrollment by years and by classes has been as follows:

Year	Freshmen	Sophomores	Special
1915-1916	37	0	0
1916-1917	27	10	0
1917-1918	12	11	0
1918-1919	0	0	0
1919-1920	17	0	0
1920-1921	0	0	0
1921-1922	16	0	0
1922-1923	34	8	0
1923-1924	23	5	0
1924-1925	30	11	0
1925-1926	61	7	0
1926-1927	56	30	8
1927-1928	77	37	0
1928-1929	89	33	5
1929-1930	78	32	12
Total	557	184	25

It should be noted that the first attempt of the institution was largely to take care of the high-school post-graduate group, but

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¹ W. A. Hall and F. C. Touton, "A Follow-Up Study of Chaffey Junior College Students," *California Quarterly of Secondary Education* (June 1930), V, 331-39.

that more recently definite tendencies may be noted in three directions, namely: (1) the junior college becomes increasingly a two-year institution; (2) greater emphasis is being placed upon semi-professional curricula; (3) with increase in numbers, wider activities in the extracurricular field are possible.

Before attempting the study, letters were written to all of the junior colleges in southern California asking for any available information relative to follow-up studies of former students which they had made. Although all replied, only one institution was found which had made such a study. This was Chaffey Junior College, for which Walter Hall's study has since been published.¹ After careful consideration a questionnaire card was drawn up. Considerable difficulty was found in obtaining a complete mailing list. The former students were scattered from New York to Honolulu, from Canada to Mexico. The total returns amounted to 334, or 68 per cent of the cards sent out. In order to facilitate returns, a home-coming banquet was arranged by the student body and one of the questions on the card asked whether or not they would be present at the banquet. Approximately one hundred former students were served at this gathering.

Two common difficulties in questionnaires developed; the replies were not completely filled out, and

much of the information contained would not be of interest in such a report as this. Usable replies came from 52 per cent. Of those who answered all the questions, 52 per cent were graduates and 48 per cent were non-graduates. Thirty-five per cent were married and reported an average of 1.1 children per family. One of the rather surprising features of the study was the fact that only 52 per cent were from graduates and that 60 per cent of the whole group, or 30 per cent of the original graduates, who had not received full college recommendation, answered "yes" to the question, "Did you enter college?" In other words, twice the number with full qualifications had entered higher institutions.

The percentage of students attending various colleges and universities was as follows:

University of Southern California.....	23
University of California at Los Angeles...	21
Pomona College	10
University of California, Berkeley.....	8
Occidental College	6
Santa Barbara State College.....	6
Stanford University	4
California Institute of Technology.....	4
Fifteen other colleges.....	19
Total	100

A study of the scholastic degrees received showed the following percentages:

Bachelor of Arts.....	58
Bachelor of Science.....	19
Bachelor of Education.....	6
Doctor of Dental Surgery.....	6
Chemical Engineer	3
Other	8
Total	100

The replies to the question of business experience after leaving junior college were interesting, since they showed an extremely

wide range of occupations — from undertaker's assistant to newspaper publisher. The monthly salary was the item most commonly omitted. Such returns as were received showed a range from \$30 to \$460 monthly. However, this question was answered by fewer than a third of those reporting.

The last three questions on the card made an attempt to gather the opinions of the former students as to the efficiency of preparation offered by the junior college. These questions were: "Please check the items which best express your opinion. (a) Junior college as vocational preparation: excellent, very good, good, fair, poor. (b) Junior college as educational preparation: excellent, very good, good, fair, poor. (c) If you had it to do over again, under the same conditions, would you attend junior college? Why?"

Tabulation of the reports shows the following percentages: regarding the value of the junior college as vocational preparation: excellent, 9 per cent; very good, 22 per cent; good, 32 per cent; fair, 23 per cent; poor, 14 per cent. In hope that the negative criticisms would be of value in re-casting the vocational program a careful study was made of the 37 per cent of answers from those who felt that the vocational preparation had been poor or fair. All but four of those who felt it to be "poor" were students who had spent their entire collegiate program in academic work without a single vocational course included. Of the four exceptions, two had gone into musical fields, one was a commercial artist and the other was a teacher of speech. Of the "fair" group approximately 60 per cent had had no contact with voca-

tional courses. In the vocational departments a canvass was made of the returns to find the opinion of those who might be classed as having a major interest in the vocational field. Such a canvass showed that every such former student, without exception, had classed the vocational course as excellent or very good.

Replies to the question regarding educational preparation show the following distributions: excellent, 24 per cent; very good, 48 per cent; good, 18 per cent; fair, 9 per cent; poor, 1 per cent. It will be noted that this distribution is very much skewed, in the direction of the higher ratings.

If it had been the purpose to secure complimentary replies, no doubt gratification would be caused by such a return. However, it was hoped to find information for a more useful program. Only one former student rated the educational preparation as poor. Examination of his record showed a grade point ratio for his time with us of 1.80, and on his transfer to the University of California his first year's record showed a grade point ratio of 1.55. He was awarded a scholarship at the end of his first year at that institution. Of those who rated educational preparation as "fair," two-thirds were students who transferred prior to 1925.

The final question as to whether students would go to Citrus Junior College again under the same conditions was answered in the affirmative by 81 per cent of the students who replied. Of those answering in the negative, almost two-thirds came from the period prior to 1925. The reasons for an unfavorable response, in order of frequency,

were: (1) incomplete program of the junior college; (2) lack of specialized courses for engineering, art, and similar subjects, especially in music and similar curricula; and (3) the feeling that the student had missed "college life."

As a result of experience with this study it is planned to extend the effort to include all future classes in a periodical check-up.

FEDERAL SURVEY

One division of the Federal Survey of Secondary Education is devoted to a consideration of public junior colleges. It is under the direct charge of O. I. Frederick. All junior colleges have been approached for information regarding enrollment, source of financial support, administrative control, and relation to high schools. Almost complete is the list of responses that have been received. The returns are to be utilized in such a way as to make the findings comparable with earlier studies of the junior college.

DR. ROEMER ELECTED

At the recent meeting of the Association of Colleges and Secondary Schools of the Southern States, held at Montgomery, Alabama, Dr. Joseph Roemer was elected president of the association. As such, he is the first junior college executive to become president of the Southern Association. His election brings new honor and prominence to the junior college movement in the South. Dr. Roemer is director of instruction in the Demonstration Junior College at George Peabody College for Teachers, Nashville, Tennessee.

Is a Junior College Justified in Duluth?

RAYMOND D. CHADWICK*

May 3, 1931, is the fourth anniversary of the action of the Board of Education authorizing the establishment of the Duluth Junior College. It is fitting at such a time to consider the junior college as an institution both locally and nationally. It is well to ask some questions and to consider what progress has been made both here in Duluth and throughout the country. It is not wise to do as Rousseau once said, "Let us begin by ignoring the facts." Rather is it advisable to consider all of the facts and data available.

Even a cursory attention to the junior college as a modern American educational institution during the past four years makes one recognize the fact that many studies have been made and many articles have been published in both educational and lay journals upon junior college education. In addition to this a considerable number of books have been written and published. In addition to studies on costs there have been contributions in the fields of curriculum-building, teaching, functions, student activities, and other phases, all of which help citizens and educators responsible for the administration of jun-

ior colleges to know what may be legitimately expected from an efficient junior college.

One engaged in an administrative position in a junior college for a period of four years would of necessity give more than cursory attention to the literature and know with considerable detail and accuracy the facts about the college with which he was associated. It is from this point of view and also from this point of vantage that the following is presented.

WAS DULUTH PRECIPITATE?

The first group of questions deals with the advisability of establishing a junior college in Duluth. Was the Board of Education precipitate in authorizing a junior college in 1927? Under what conditions may a city safely establish a junior college? Does the establishment of the junior college take money that rightly belongs to and is needed by elementary and high schools and thus adversely affect these schools?

Shortly before his death, Mr. John Stone Pardee, an honored scholar of Duluth, discovered that Governor Austin, of Minnesota, in his annual message on January 9, 1873, said:

An apparent novelty is the separation of the freshman and sophomore classes from the University proper, and the declared intention of dropping off the first two years of the

*Dean of the Junior College, Duluth, Minnesota. This paper is a portion of an address made at a meeting of the Dads Club of the Duluth Junior College held at the Duluth Chamber of Commerce, May 4, 1931, to commemorate the fourth anniversary of the organization of the College.

usual college course to the fitting (secondary) schools, so soon as may be practicable, in order to liberate the University eventually to carry on her proper work. Meanwhile the University begins wherever the public high schools leave off.

I think that this pronouncement by a governor of this state back in the 'seventies has so far escaped mention by historians of education. Governor Austin made this statement fifty-eight years ago, anticipating the action taken by the Duluth Board of Education by fifty-four years. So if anyone has thought that the local board was precipitate or that it was doing a new and startling thing on May 3, 1927, he might well be inclined to think that it has been ultra-conservative.

Even Governor Austin was not enunciating a new doctrine, for we find that a governor of Michigan spoke in similar tenor in the 'fifties. These early governors had undoubtedly adopted the idea that secondary education did not end with the high school, and that it should include freshman and sophomore college education. Furthermore, if they made such statements in their speeches, they must have been influenced by the educators of their day.

The leaders in the educational profession are usually credited with the ability to recognize the trend of the times at any given period. In February 1929 the Department of Superintendence of the National Education Association adopted as one of its resolutions the following:

Convinced by the amazing increase in enrollments of the colleges and universities that our people are awake to

the need of school training beyond the age of childhood, we commend the addition of junior colleges as an *integral part* of the public school system.

This may well be considered an authoritative pronouncement by those most closely in touch with the practical problems of American education. The superintendents are not easily led into emotional by-paths.

In 1927 there were well over three hundred junior colleges in the United States, and today there are approximately four hundred and fifty. Of this number about one-third are public junior colleges. It is interesting to note that many small and inadequately financed private four-year colleges have become junior colleges, and the movement in this direction is bound to continue.

William John Cooper, United States Commissioner of Education, prepared a paper entitled "The Outlook for Secondary Education in America" and read it at the Atlantic City meeting of the Department of Secondary School Principals, in 1930. He conservatively shows the thought and trends of the times for our educational institutions and arrives at the conclusion that the junior college will be an integral part of the public school system in all communities, with the population and wealth to support them, by 1950.

A significant statement appears in the *Junior College Journal*, April 1931, from the pen of Dr. George D. Strayer, a leading authority in school administration and a very honored member of the faculty of the Teachers College, Columbia University. He says:

It is my confident belief that junior colleges will increase in number throughout the United States during the years which lie immediately ahead. I feel confident that they are here to stay and are to occupy an important place in our scheme of public education.

It therefore appears to the writer that the establishment of the Junior College in Duluth in 1927 was justified by educational history, theory, and even by prophecy. It also appears that by authorizing its establishment the Board of Education took the most progressive step it has taken in a decade. Future years may even place the establishment of the Junior College as of more significance than the organization of secondary education upon a junior-senior high-school basis. Both of them show that the Duluth schools are keeping step with educational progress. The Board of Education was not precipitate in authorizing the Junior College on May 3, 1927.

JUSTIFICATION OF ESTABLISHMENT

When is a city justified in establishing and supporting a junior college? The answer may be made rather concisely: when the city has elementary and secondary schools that are developed and maintained upon a high standard; when the population provides over one thousand senior high-school pupils, and when the taxable property valuation is in excess of twenty-five million dollars. Duluth has over three thousand senior high-school pupils, a property valuation of approximately eighty million dollars, and schools maintained upon high standards of efficiency. The answer seems to be clear-cut: Duluth was

justified in establishing the Junior College.

Does the Junior College take money that rightly belongs to and is needed by the elementary and high schools and thereby adversely affect these schools?

The total annual school budget is approximately \$2,800,000 in the city, and the average annual cost of the Junior College during its first three years of operation was between \$20,000 and \$25,000 above the income derived from the tuition paid by students. It has cost the school district less than one per cent of its present budget to establish the Junior College and maintain it for three years. The total tax rate in 1930 was 76.9 mills; of this total 33.1 mills was for schools. The Junior College cost the taxpayers approximately .3 of a mill, or 30 cents for each \$1,000 of assessed valuation.

It is possible that some principal of the local schools might say that he did not get everything that he asked for in the way of alterations, repairs, and equipment during the past three years, and be inclined to blame the fact to the establishment of the Junior College. To this we have two items for consideration: (1) the subtraction of less than \$25,000 from a total budget of \$2,800,000 could not pare their requests more than \$8 in every \$1,000, in other words, less than one per cent; (2) it is well to remember that previous to May 3, 1927, the principals never had their requests and requisitions granted and filled *in toto*. This the writer knows from definite personal experience as a principal in the Duluth public schools for a period of ten years.

In conclusion I wish to quote

what a nationally recognized authority has to say on this very question:

Some of our friends in the field of elementary and secondary education are a bit alarmed at the establishment of junior colleges in local centers for fear that it may have an adverse effect on the amount of money available for elementary and secondary education. I presume there are possible examples of this situation. I don't believe I have ever seen any of them. I think that I would be entirely willing to agree, however, that a local school system should not establish a junior college until its system of elementary and high-school education was fully standard in all respects.

However, the benefits of education to the public, whether elementary, secondary or higher, are so patent and the success of the three so interdependent that I scarcely see how one can be restricted without affecting the others vitally. Of course we must have elementary and secondary schools as a basis for all our development in higher education but we know now better than ever before that not only are the schools dependent on the higher institutions for trained teachers and administrators but that other public and private agencies are leaning more heavily on the colleges and universities for trained men and women than in former years. All forms of education are therefore equally a wise public investment. Wherever there is, therefore, a probable attendance of 250 or more students I believe that a community is under the same solemn obligation to offer junior college work to its young people as it is to offer them the earlier years of their education.¹

¹ George F. Zook, "The Junior College in the State's Program of Education," *Bulletin of the Department of Secondary School Principals* (March 1930), pp. 74-83.

RETAIN LOWER DIVISION

The plan to abolish the lower division at Stanford University was abandoned by the trustees of the University at a meeting held in February. Acting President Swain in a statement explaining the new policy said:

In order to meet the present financial situation, the Board of Trustees, on the recommendation of President Wilbur and Acting President Swain, has authorized the administrative officers to make such adjustments as needed regarding the number of students admitted to Stanford University so that the total registration will be kept at approximately the present level. The lower division will be continued on such basis as a proper balance requires.

The resolution adopted by the Board of Trustees follows:

Resolved, That Stanford University continue its policy of developing and maintaining a university of high degree with research projects and strong graduate departments.

That the University also recognize the splendid opportunity which it has with its unique campus, ideal student living conditions, and relatively small classes to maintain concurrently undergraduate instruction including the lower division.

That, in pursuance of this policy, the lower division be continued at Stanford University with such increases as the administrative officers may determine can be accomplished, having in mind the total in all divisions, a proper proportionate balance among these divisions, and the advisability of accommodating as many worthy students as the University's resources and facilities reasonably will permit.

That all previous resolutions in conflict herewith be and are hereby rescinded.

Study Training in the Junior College

GEORGE A. ANDREWS*

It is obvious that reading is the principal tool which students must use in their study of college subjects. A surprisingly large number of young people who have been certified by their high schools as prepared to undertake college work find difficulty in carrying the work of the freshman class in junior college because they are not efficient in silent reading. Their deficiency may be due to slow eye movements, indicating lack of sufficient practice in rapid reading; short eye span because of the habit of reading word by word instead of phrase by phrase; lip movement, making silent reading as slow as oral reading; inaccuracy because of careless mental habits; or insufficient vocabulary for the comprehension of the material read.

For the past three years the students enrolled in the history and social science classes of this junior college have been tested in silent reading as a requirement of the first week's work in the fall semester. This testing has been coincident with reading tests administered in grades seven to twelve of the schools associated in the same institution. In the first experiments, the Van Wagenen History Reading Scales were used in all grades, including junior college

classes. It was found that the improvement in comprehension shown by this test in grades eleven to fourteen was so slight that its use as a reading test was discontinued above the eleventh grade.

For the junior college classes and grade twelve Whipple's High School and College Reading Test was adopted. The Whipple Test is limited to ten minutes, and in consequence it tests speed of reading as well as accuracy, while the Van Wagenen Scale does not measure reading speed. It was found that the results for the students tested checked closely with the standard percentile norms published by the test maker. Scores varied from 4 to 18 on a scale of 20. Students who scored below 10 were warned that their reading deficiency might prove a handicap to their progress in history and social science studies in the junior college.

The names of students who scored in the lower quarter for the Whipple Reading Test were noted by each instructor in English as well as in the social studies. Instructors were asked to pay particular attention to students deficient in reading ability and to try to find means of helping them train themselves in better reading habits. Attention was called to the article, "How Well College Students Can Read,"¹ by Professor William F. Book of Indiana University. Students were recommended to try the advice of a prominent educator who

* Dean of the faculty, The Principia, St. Louis, Missouri.

¹ In *School and Society* (August 20, 1927), Vol. XXVI, No. 660.

has made a study of eye movements for reading, and to read repeatedly an extensive familiar passage until they could read it silently in one-third the time required for reading it orally.

It was not clear from the results that the remedial work to improve silent reading was effective. Students tested for three successive years in high school and junior college showed improved scores each year, but the students in the lower quarter did not consistently show greater improvement than others because of the efforts made on their behalf. The testing did serve to bring the problem to the attention of instructors and students, and to give warning early in the semester that certain students were likely to fail in their history or social science courses unless they would plan to devote an exceptional amount of time to their reading.

These experiments with reading tests led to the decision to test all junior college freshmen at the beginning of the current semester. Ten sophomores who had scored in the lower quarter a year ago were asked to take the test, using the alternate form to that previously used. (It is of interest to note that a number of students who scored in the lower quarter were no longer in college, some of them having dropped out because progress in studies was inadequate with the handicap of slow reading.) Seven of the ten sophomores retested raised their scores above the lower quartile. Of the three who made no marked improvement, one has been an honor student, indicating that the reading test cannot be accepted unreservedly as a prediction of scholastic ability.

A special reading class was formed from the students in the lower quarter, meeting once a week with an instructor from the English Department. Mrs. Pressey's *Manual of Reading Exercises for College Freshmen* (Ohio State University, 1928) has been used as a basis for the work of these students. Special diagnosis of difficulties was attempted by testing the class with the Van Wagenen History Reading Scale to detect those who lacked reading comprehension as well as speed. Vocabulary tests have also been given, and opportunities provided for the students to undertake vocabulary training. The work was terminated after ten weeks, with the alternate form of the Whipple Test used to determine the improvement shown. The class average was 2.5 points higher on a scale of 20 than it was on the first test. A few students made scores which raised them from the lower to the upper quarter of the freshman class. On the other hand, a few students made no improvement in their scores, or dropped a point. The students of the special reading class expressed appreciation for the help given them, and registered the opinion that they had profited by the work, although as slow students they had been handicapped by the requirement of giving extra time to the reading exercises.

The knowledge that limited vocabulary is a detriment to rapid reading and the challenge of Dean McConn's statistics published in his article "How Much Do College Students Learn?"² led to the decision to give all junior college students

² *North American Review* (November 1931), Vol. 232, p. 446.

the Inglis Test of English Vocabulary. As in the reading test, the results corresponded with the standard norms, but the most striking feature was the wide spread in scores both for freshmen and sophomores. With a possible achievement of 150, the scores varied from 44 to 144. The students in the lower quarter all scored below the twelfth-grade high-school norm. A number of students, both freshmen and sophomores, exhibited command of a vocabulary better than that of the average college graduate. Special note was made of the fact that students whose native tongue is not English, even though their scholastic progress had been commendable, showed limited vocabularies. All instructors have been asked to make vocabulary tests a regular part of their class programs (many have long done so) and to begin the compilation of lists which should contain the unusual words needed for their courses. At the end of the year the freshman and sophomore classes will be tested for vocabulary improvement with an alternate form of the Inglis Test.

It has been the long-established practice of this institution to strive to improve classroom instruction by visitation on the part of administrative officers and department chairmen, followed by a conference with the instructor concerned for the purpose of discussing the progress of the work and making constructive comments. Even experienced and able instructors find these visits helpful, as they realize that they may unwittingly fall into stereotyped methods or fail to observe the reaction of the whole class. For inexperienced instruc-

tors such help is invaluable; while it aids the faculty member to learn more quickly the best methods of his profession, it protects the students from vagaries and ill-considered methods such as are sometimes employed by their instructors.

While no standard method of presentation has been adopted, since various types of work and various phases of each course demand different treatment, nevertheless the policy described above has resulted in the complete elimination of lecture courses as such. Some lecturing is done, but it has the specific aim of co-ordinating the information gained by the students from text and reference books, and of pointing out to them the lines of progress to follow in continuing their study. In general the quiz and class discussion method is used, with the specific aim of drawing out every student. In each class brief written quizzes are given several times a month in addition to the required hour examination. New-type tests are sometimes used for the brief quizzes, but they do not predominate in the longer month and semester examinations.

The work of aiding freshmen to make the readjustment from high-school to college conditions with a minimum of academic failure has been undertaken by means of a series of weekly conferences extending through the fall semester, rather than by a concentrated effort in "freshman week" or prior to registration. It has been apparent that until the students have a groundwork of experience and have met situations that bring out questions, they are not ready to listen with interest and comprehension to

lectures on college methods of work. When they are on the point of reviewing for the first month's examinations they are apt to give ear to advice concerning review methods, and to take note the following week of hints regarding examination technique. The freshmen conferences give opportunity for administering the reading and vocabulary tests described above, and for such necessary arrangements as the introduction to the library. The required freshman English supplements this work very effectively.

Considerable experience in individual conferences with freshmen having scholastic difficulties pointed to the hypothesis that the best scholars among the faculty are sometimes ineffective in their efforts to help earnest, plodding students because good scholars usually learn so easily that they do not analyze the mental processes and habits which they use. There are certain tricks of the scholar's trade which it is customary to assume were acquired in grammar school. The fact that many students present the proper high-school credentials to the junior college without bringing good methods of independent study is not sufficient excuse for a shrug of the shoulders and a grade of "F" at the end of the first (and sometimes last) semester of their college experience. Some of these students can be taught how to study in college and saved for longer educational careers if they have the interest, time, and money to devote to intensive mental training.

In addition to the usual conference hours maintained by instructors for individual consultation with students, after the second

week of the current semester each scholastic department was asked to have an instructor present one evening a week in a library reading-room, to send there students who were observed to be making a poor start in that department, and to invite other students to attend if they thought they needed study help. It may be apparent from the description of classroom procedure given above, that the junior college work is so planned that the average student must devote to study the two hours usually assumed as necessary for class preparation if he is to be ready for the quizzes and tests normally to be expected. Yet many students have graduated from high school without acquiring the habit of continuous study for the space of two hours, or of planning to devote a total of two hours' work to a single task which may properly be divided into separate periods. The two-hour evening period in the library gave opportunity to show inefficient students how to organize their time to better advantage in relation to each study they were undertaking. One of the requirements of the general freshman conference was for each student to work out a study and activity program that would insure planned preparation. The point was emphasized that the evening period was to be used for coaching in study methods and not for tutoring in subject-matter. For example, it was found that few, if any, of the deficient students made a practice of reviewing the previous assignment or class notes as the first step in approaching the advanced work; the advantage of this practice was pointed out, and a few

minutes of review required before permitting advanced work.

The supervised evening study was discontinued after six weeks. A poll of the students was taken, showing that one-half of the whole group had taken advantage of the help offered, either by requirement of attendance or voluntarily. Two-thirds of those attending stated that they had found benefit from the instruction; a still larger proportion recommended that it be repeated next year. Among the faculty members who participated in the experiment there was wide divergence of opinion as to the success and suitability of the plan, ranging from attacks upon the whole enterprise by those who considered it uncollegiate, to the somewhat bewildered comments of those who had found the time an excellent opportunity for tutoring but could not see that it was possible to teach study methods. The heartfelt gratitude expressed individually by many of the students who had received help was the most apparent reward for the efforts expended.

Both because of the elimination of those whom the college rejects as unfit, and because of the readjustment to the requirements of college work made either consciously or by some trial and error process during the first year, the sophomore students as a group show themselves much more efficient students than do the freshmen. In trying to save the greatest possible number during the readjustment period, it is hoped that more young people will have the opportunity to make a fair trial of college work by successfully completing the junior college course.

For a considerable number of freshmen an extended opportunity has been provided by giving them the choice of reducing their study schedule at the end of the first month, with a better chance of completing fewer studies successfully. This permission is not granted to those who are manifestly not making their best efforts. Perhaps one-third of those who have taken advantage of the opportunity have profited by it sufficiently to undertake successfully a full study program in the second semester. Of those students who have been permitted to repeat the entire freshman year, about half have succeeded in earning sophomore standing and completed their junior college work in three years.

The simple steps here presented for making junior college training more effective on behalf of students inadequately prepared for undertaking college work independently may possibly be anathema to those who believe in making the college experience more selective. It is based upon the assumption that the junior college accepts high-school credentials at their face value, and undertakes to detect and remedy any deficiencies in the student's preparation which would be a bar to further success in formal education. It assumes that the mental training and cultural enrichment of college education are of value to all who can be aided to succeed in them, thereby extending the democracy of education and the education of democracy. If wisely governed, such measures are not a process of spoon-feeding, but constitute intelligent direction and stimulus for the apprentice by the master workman.

"Ancient History"

JUNIOR COLLEGE SUCCESS

In the early part of the century there was considerable discussion regarding the six-year high school, comprising the four-year high school and the two junior college years. In discussing this subject editorially in 1906, Dr. Nathaniel Butler, editor of the *School Review*, said:

The question of the extension of the course of the American high school by the addition of two years to the present standard four-year course continues to interest those who think about education for the people. While this question is being discussed with more or less heat and confusion by the advocates of the new and the anxious friends of the old, the problem is being practically wrought out by a number of public and private secondary schools. The Central High School of Philadelphia, the high schools of Joliet, Illinois, and Goshen, Indiana, and the Lewis Institute of Chicago and the Bradley Polytechnic Institute of Peoria may be mentioned as examples. These schools are now able to carry students to the point from which they may enter the junior class in college in some or in all courses. We have yet to hear of a single case of a school which has reached this point, and has afterward receded from it and gone back to the four-year limit. Whatever fears the academic discussion of this extension of the secondary school may excite in the friends of the "four-year high school," or those of the "small college," the actual extension is accomplished quietly, and "everybody is satisfied." The extended secondary school is found where it has developed in response to an actual demand. It meets the case of boys, and of girls,

too, who *must* leave school as soon as the local school has done all it can for them. The four-year course leaves them nowhere in particular. Two years more will prepare them for professional or technical study, or will round out their preparation for civil service. Even where the extended high school exists, it does not appear that it diminishes the number of boys who leave for college at the end of four years. These receive the last two years of "secondary education" as freshmen and sophomores in college. Their less (?) fortunate companions remain in the local school for theirs. And so it is, apparently, to be in increasing degree.

The conclusion seems to be that, while the four-year high school will continue forever, so far as one can see, to be the typical American "secondary school," and while the American "small college" will, so long as it maintains a high-grade teaching staff and material equipment, continue to fill its own place in our peculiar social-educational system—while the permanence of neither of these types of schools is seriously threatened, there are nevertheless many communities in which boys, and girls, too, will demand the local six-year high school as the only college possible to them. The six-year high school will not become the type of secondary school in America, as it is in Germany, France, and England; it will not supersede the four-year high school, nor will it be the "nether millstone" to crush out the small college; but it will arise and remain in many of our cities, and will have its own part to play in fitting American boys and girls for "social efficiency."¹

¹ *School Review* (January 1906), XIV, 66.

The Junior College World

FEDERAL SUMMARY

In his biennial survey of secondary education in the United States for 1928-30, which has recently been published by the Federal Office of Education, Carl A. Jessen, specialist in secondary education, calls attention to the marked increase in the size of junior colleges in the country. In 1930 he reports the average enrollment as 259 in public junior colleges and 115 in private ones. The median enrollment in both types was 85 in 1928-29, while it was but 47 in 1921-22. He comments:

This reported increase in median size is in part due to greater care exercised in locating new junior colleges. During the past two years outside experts were called in to study the situations in Boise, Idaho, and in Siskiyou County, California, preliminary to the establishment of junior colleges. In both of these surveys anticipated enrollments as well as ability of the districts to finance the added unit were considered. A survey recently conducted in Western Pennsylvania likewise inquired carefully into the number of students that might be expected to attend. Other local studies of similar nature are known to have been made in various sections. It is apparent that accrediting standards, state laws, and surveys are influencing people to weigh such important factors as supply of pupils and ability to finance the new unit when the question of establishing a junior college is under consideration.

JUNIOR COLLEGE AT N.E.A.

At least three addresses dealing with the junior college were given

at the meetings held in connection with the midwinter session of the National Education Association at Washington, D.C., in February. The Junior College section of the Department of Secondary School Principals, under the chairmanship of L. E. Plummer, was devoted to a discussion of the relative merits of the six-four-four plan and of the two-year junior college. The advantages of the six-four-four system were presented by President George F. Zook, of the University of Akron; those of the two-year junior college by Professor Walter C. Eells, of Stanford University.

At the meeting of the College Teachers of Education, Dean C. S. Boucher, of the University of Chicago, discussed the training of junior college instructors.

TEACHER-TRAINING SURVEY

For the National Survey of the Education of Teachers, now being carried on by the Federal Office of Education, a national professional advisory committee has been formed. The representative of the American Association of Junior Colleges in the Teacher-Training Division is President J. Thomas Davis, of John Tarleton Agricultural College, Stephenville, Texas.

SOUTHERN ASSOCIATION ACCREDITS

At the annual meeting of the Southern Association of Colleges and Secondary Schools, held at Montgomery, Alabama, December 3-4, 1931, five junior colleges were admitted to membership. They were St. Petersburg Junior College,

St. Petersburg, Florida; Cumberland College, Williamsburg, Kentucky; Pikeville College, Pikeville, Kentucky; Texarkana Junior College, Texarkana, Texas; and Tyler Junior College, Tyler, Texas.

STUDY TEACHER-TRAINING

Virginia Intermont College of Bristol is one of thirty-five institutions of higher learning selected by the United States Office of Education for special study in connection with the National Survey of Education of Teachers, authorized by the Seventy-seventh Congress. President H. G. Noffsinger was advised recently. The notification was received through a letter from Dr. E. S. Evenden, associate director of the survey.

The thirty-five institutions include universities, colleges, and junior colleges in various sections of the country, Dr. Evenden advised. They were selected, he explained, "on the basis of a number of criteria and by the votes of a jury of specialists in higher education. They represent the better practices in education and in the preparation of teachers and offer work worthy of special study by our staff." — *Virginia Intermont Cauldron*.

SOUTHERN CALIFORNIA ASSOCIATION

The regular spring meeting of the Southern California Junior College Association is to be held at the University of Southern California, Los Angeles, Saturday, April 23. The main features of this program will be a short address of welcome by Dean Lester B. Rogers, followed by an educational address by President Rufus B. von KleinSmid, and an address, "The Carnegie Founda-

tion Survey as Related to the Junior Colleges," by Mr. Paul Webb, who is the statistician for the Carnegie Foundation in assembling data for the survey.

ELECTED PRESIDENT

Mr. W. W. Haggard, for many years principal of the Joliet (Illinois) High School and Junior College, was elected president of the Department of Secondary School Principals of the National Education Association at their annual meeting held in Washington, D.C., in February.

INDUSTRIAL SURVEY COMMITTEE

A committee of which Dr. Merton E. Hill, of the University of California, is chairman has been appointed to make a survey of industrial opportunities at the junior college level in the Los Angeles metropolitan area. Other members of the committee are Dr. J. W. Harbeson of Pasadena, Dr. W. H. Snyder of Los Angeles, O. S. Thompson of Compton, and Leslie B. Henry of Blyth Company, Los Angeles.

ENGINEERING CURRICULA

In a report made to the Society for the Promotion of Engineering Education, Dean Theodore J. Hoover, of the School of Engineering of Stanford University, said:

There is one danger that must be avoided by the junior college, and that lies in the ambition of some to try to give professional courses. So far in California we seem to have avoided the danger. As long as the junior college devotes itself to thorough drill in mathematics, physics, chemistry, English, language, and history it will be doing a good work for us. These subjects are enough to fill the two years.

ANNUAL WINS HIGH HONORS

The 1931 college annual, *The Junior Campus*, published by the students of Los Angeles Junior College, was given All-American Honor rating in the recent national contest. It scored the exceptionally high total of 965 points out of a possible 1,000.

GRAND JUNCTION NEWS

Grand Junction Junior College (Colorado) was established by legislative enactment in 1925. Starting with a student body of twenty-four, it now has one hundred and fifty students, which represents an increase of 50 per cent over last year. Thirty-five per cent of the student body is drawn from outside the community in which it is located. Twenty western Colorado and eastern Utah communities are represented in the enrollment for the year 1931-32. Eighty per cent of the students stated at the beginning of the present year that they could not have gone to college elsewhere. Seventy-five per cent of the students not only stated that they expect to go on to college but named the ones at which they expect to finish. The dean of the college is to be a member of the faculty of the College of Education of the University of Colorado during the coming summer.

ILLINOIS ADJUSTMENT

Dean M. S. Ketchum, of the College of Engineering of the University of Illinois, in a report made before the Society for the Promotion of Engineering Education, reports pleasant relations with a number of junior colleges which send their graduates to him, especially with those which plan their

curricula definitely to fit the Illinois curriculum. "We do," he says, "however, have men coming from a few junior colleges who turn out very unsatisfactorily. It is our experience that there is as great a difference between junior colleges as there is between other colleges which send men to the University of Illinois."

DULUTH DADS' CLUB

The success of the latest meeting of the Dads' Club of Duluth Junior College is thus reported by the *Duluth Collegian*:

Dads and mothers, numbering 150, the largest turnout of the year, met January 14. R. D. Chadwick, dean, addressed the club on the "Rise and Development of the Junior College Movement."

Dean Chadwick illustrated his talk with charts showing the rapid development of two-year schools in the United States. In 1900, there were 27 private junior colleges and no public schools. Private junior colleges now number 268 with 30,402 students enrolled, while the public colleges number 162, with an enrollment of 39,095.

The Dean gave the following reasons for the larger number of private schools: (1) Weak four-year colleges are urged by the state universities to change to a two-year plan; (2) many private academies (mostly girls' schools) have added two years of college work to their curriculum; (3) many new private junior colleges have started recently in the South and the East.

Dean Chadwick stated that he was very well pleased with the scholastic records made by graduates of Duluth, who went on to other schools and universities.

"They are succeeding as well as, if not better than, those who matriculated for the first two years at the university," he stated.

TO RUN FOR CONGRESS

L. Russell Ellzey, president of Copiah - Lincoln Junior College at Wesson, Mississippi, has announced his candidacy for the congressional vacancy in the Seventh District, caused by the death of Congressman Percy Quin.

DR. TREVORROW HONORED

Dr. Robert J. Trevorrow, president of the Centenary Junior College at Hackettstown, N.J., who has been granted a brief leave of absence from his duties, sailed for Europe on the "Ile de France" on March 4. He has been invited by the governments of both Czechoslovakia and Roumania to deliver a series of addresses on "The American Educational System" before the leading universities in Prague and Bucharest. Dr. Trevorrow will be accompanied by Mrs. Trevorrow, who is Dean of Women at the College. Both of them were decorated by the Roumanian government last February for their work in promoting international scholastic relations between this country and Roumania.

BRIARCLIFF MANOR

Although not included in the last *Directory of Junior Colleges*, Briarcliff Manor, Westchester County, New York, has recently added two years of junior college work to its curriculum. Six different courses of study have been planned to meet the varying needs and desires of three groups of students. The first group consists of girls who prefer not to attend the regulation four-year college with its academic restrictions, but who have special interests in dramatic art, music, art,

or writing. A general cultural education, with specialization in a certain field, prepares the members of this group to take their places as leaders in the changing order of society. The courses of liberal arts, fine arts, and dramatic art are provided to supply foundations for such development.

In the second group are those girls wishing to acquire skill in one of the many professions growing out of secretarial science, dramatic art, household arts, or physical education so that they may be ready either to go on to a further professional or technical school or to take a place in the profession at graduation. The secretarial science, the household arts, dramatic arts, and physical education courses are designed to meet these needs.

The third group contains students who wish to enter universities, with advanced standing, after spending two years in acquiring a broad social and intellectual background. For such students the liberal arts course is provided.

JOHNSTOWN SUCCESS

In regard to the success of junior college transfers in engineering at the University of Pittsburgh, Dean E. A. Holbrook, of the School of Engineering, in a report made to the Society for the Promotion of Engineering Education, said:

Junior college students make good. My ranking junior this year is a junior college student from Johnstown. At the recent commencement one junior college student graduated with high honor and two graduated with honor. There is a curious slump in work, however, during the first four to eight weeks that the junior college students are on the campus. But the rebound is sure.

PRESBYTERIAN JUNIOR COLLEGE

Dean R. G. Matheson, Jr., of Presbyterian Junior College for Men, Maxton, North Carolina, has been elected by the board of trustees to serve as acting president, since the death of President R. A. McLeod.

WORK IN HORSEMANSHIP

In an article on "Horses in Girls' Schools" in the *Private School News* for February 1932 occurs the following references to a well-known junior college:

Ward-Belmont in Nashville, Tennessee, in spite of unexcelled equipment for every other feminine sport, lays particular stress on riding with a riding ring and stable in which there are always at least sixteen gaited horses. And every summer these horses go to Fryeburg, Maine, to spend the summer at Camp Cohechee, which is run by Emma Sisson, dean of Ward-Belmont, and Catherine Morrison, physical director of the same school. It was only during this last year that the school's new stable, so perfectly equipped, so convenient in every detail that it elicits admiration from every horseman visiting the school, was completed. The annual spring horse show, with jumping events, riding to exemplify correct form and management of a horse, and stunt riding, attracts many visitors. In addition girls at Ward-Belmont may take a two-year course in equitation, leading to a certificate, and carrying with it the recommendation to teach in schools and camps. This is an unusual feature.

CLUB PLAN FOR GIRLS

Dr. R. C. Watters, first president of the College of Marshall, the Baptist junior college at Marshall, Texas, and now president of Union University, Tennessee, originated

what is known as the Club Plan for girls. He started it while president of the College of Marshall, and it has been adopted by more than forty colleges in the United States. By this plan young women do their own housekeeping under the supervision of an experienced dietitian and in that way save more than one hundred dollars for the session. There are two girls' clubs connected with the College of Marshall. In these clubs the young women furnish their own groceries and culinary articles and do their own cooking and housekeeping. The girls co-operate in groups or clubs of four, each member of the club taking her turn in the cooking, dishwashing, etc., for the club or group of four of which she is a member.

TEXAS CONFERENCE

At the East Texas Workers' Conference, held at the College of Marshall, Marshall, Texas, February 15-17, two addresses on junior college aspects were made. One was by Professor Walter C. Eells, of Stanford University, on "The Junior College — Whence? Why? Whither?" The other was by Charles Simpson, of Grapeland, Texas, on "The Place of the Junior College in Our System of Christian Education."

GREEN MOUNTAIN JUNIOR COLLEGE

After inspection by a committee consisting of President Henry M. Wriston, of Lawrence College, and President John L. Seaton, of Albion College, the new Green Mountain Junior College at Poultney, Vermont, has received conditional approval by the University Senate of the Methodist Church. Extracts

from the report of the committee are given below:

.... The campus is very attractive and is set in a beautiful environment. A uniform red brick has been used in the five buildings and the architectural styles make a closer approach to uniformity than is usual in colleges.

.... Much ingenuity and good judgment have been exercised both in arrangement of space and in utilizing college workmen to build satisfactory furniture at an exceptionally low cost.

.... The library is inadequate, though now it is well housed in an attractive room and some excellent work has been done in cataloging. For the most part the selection of new books has been good. A trained librarian is in charge and the library is open for sixty hours a week. There is evidence that it is extensively used and is having something like its proper place in the life of the school.

.... One consideration that weighs heavily with us is the location of the school. Because of the topography of that region, mountain ranges and rivers, it has an unusually large territory almost free from competition. Middlebury College, thirty-seven miles to the north, and Skidmore College, fifty miles to the southwest, are the nearest institutions of higher learning, and they are of a type not likely to hinder the development of a good junior college at Poultney. Moreover, in neither Vermont nor New York is there any definite movement toward public junior colleges which would offer sharp competition with such an institution as Green Mountain Junior College desires to become.

VIRGINIA COLLEGES

H. G. Noffsinger, president of Virginia Intermont Junior College, was elected president of the Association of Virginia Colleges at their annual meeting held at Richmond, Virginia, February 13. This is the first

time that a Virginia junior college executive has ever been elected as head of the Virginia Association. It is thus a distinct recognition of the increased attention being given to the junior college movement in that state.

GRAFTON HALL CLOSES

A letter from one of the officials of Grafton Hall, Fond du Lac, Wisconsin, states that the institution was not able to open this year. No announcements have been made regarding the future of the school.

LIBRARY ASSOCIATION MEETING

The American Library Association will hold its annual meeting in New Orleans, April 25-30. The Junior College Libraries Round Table will hold two sessions on the morning and afternoon of Wednesday, April 27, under the chairmanship of Miss Frances E. Church, Ward-Belmont School, Nashville, Tennessee. It is hoped that many junior college librarians may be able to attend and contribute something from their experiences in the general discussion of this promising field of library work. The program, as arranged, includes the following: "Report of the Committee on Standards," by Virginia Kramer, Bradford Academy, Bradford, Massachusetts; "Library Instruction in the Junior Colleges of the Southern Association," by Zona Peek, Edinburg College, Edinburg, Texas; "Professional Reading of Junior College Students," by Dorothy Schumacher, Crane Junior College, Chicago, Illinois; "Recreational Reading of Junior College Students," by Margaret Corcoran, Springfield Junior College, Springfield, Illinois.

Reports and Discussion

COURSE FOR WOMEN AT OXFORD

Dr. Alfred Zimmern, an outstanding leader in the international education movement, has written, "The most important thing of all is for our teachers to teach their students *how to open the windows of their minds*, so that when they leave school or college they are ready to learn from life." Not every teacher can spend several years abroad, acquainting herself with conditions of life in foreign countries so that she may impart a broader understanding of the world to her students. Most teachers, however, can spend at least one summer in a foreign institution at some time in their lives, and because of the experience will find themselves better equipped in knowledge and refreshed in spirit for their task of turning young minds to the world's problems. The Oxford Vacation Course for American Women Teachers and Graduates, inaugurated in 1926, repeated in 1928, and now offered again in 1932, provides an exceptional opportunity for the junior college instructor to learn of the civilizations of England at the feet of some of England's greatest living scholars. Be her subject literature, history, or the social sciences, she will be able to teach it with more understanding, born of a new sense of concreteness, after even a brief period spent in studying its English phases in an institution that has seen almost a thousand years of English history.

The subject around which three weeks of lectures will be organized in 1932 is "Eighteenth-Century England." The era will be approached from the angles of literature, history, philosophy, religion, education, music, and art. The lecturers are drawn from various universities of England. The

American student would ordinarily have to expend much time and effort to hear all of them. To take literature as an illustration—the lecturers announced on that subject are Ernest de Sélincourt of Oxford, F. P. Wilson of Leeds, Lascelles Abercrombie of London, D. Nichol Smith of Oxford, Caroline Spurgeon of London, and H. F. B. Brett-Smith of Oxford. In addition there will be writers whose books are well known in the scholarly literature of the period—J. L. Hammond, economic historian; Hilaire Belloc, biographer and religious historian; and Sir Richard Lodge, president of the Royal Historical Association.

The dates of the course are July 7 to 28. The Triennial Conference of the International Federation of University Women at Edinburgh will follow the course immediately, and it is the hope that many of the members of the American Association of University Women will plan to attend both the course and the conference. Application should be made to Miss Marion Day, 39 West Fifty-fourth Street, New York City.

TEACHERS OF SPEECH

For the first time in the history of the organization, the National Association of Teachers of Speech devoted one section meeting of its annual convention to a consideration of junior college problems. This meeting was held at the Hotel Statler in Detroit on December 30, 1931, with Mr. Rolland Shackson, of Grand Rapids Junior College, presiding. Several speakers were heard, two papers prepared by absent members were read, and a round table discussion was participated in by all present.

Professor L. E. Bassett, of Stanford

University, reported the conference of junior college speech teachers in Northern California in which the problem of university acceptance of junior college speech courses was considered. Miss Margaret Preninger explained the courses in social arts which are offered in the Los Angeles Junior College and which are based on sociology and speech. A paper prepared by Mr. P. M. Larsen, of Hutchinson, Kansas, Junior College, emphasized that junior college debating to justify itself should offer the greatest good for the greatest number and should stress the educational value rather than the contest and exhibitional values. A paper on "The Responsibility of the Junior College Teacher of Speech," sent by J. R. Bietry, of Los Angeles Junior College, brought out the idea that the teacher must present his subject as a tool, as a means to an end and not an end in itself. This paper also emphasized the fact that the speech department must be a service department; that its greatest value lies not in making semi-professional offerings of its own or in featuring exhibitional activities but in improving the general efficiency of the school by improving the expressional powers of the individual by means of the classroom and clinic.

The round table discussion on the speech curriculum brought out a number of interesting contributions. A differentiation of courses on the basis of semi-professional and certificate curricula was reported to be unnecessary in most colleges. Professor R. K. Adams, of Flint Junior College, reported that approximately 95 per cent of the students there continued on to the university. Speech clinics and introductory testing were favored by all at the meeting. Mr. A. L. Mortenson reported that at Stephens College all students report to the speech clinic first and then are graduated to the speech class as corrective problems are removed. The fundamentals course

was discussed at length, Mr. Rayner, of Jackson (Michigan) Junior College, favoring a survey course; Mr. Mortenson argued in favor of a general survey course as proposed in the paper prepared by Mr. Bietry; while Professor Bassett reasoned that a general foundation course contained "too little about too many things," and suggested that there be a fundamentals course for public speaking alone and a fundamentals course for interpretation.

The Junior College Committee of the National Association anticipates an active year in studying the many problems suggested at this section meeting and believes that the junior college section will become a permanent institution in the organization. The next convention will be held in Los Angeles late in December 1932, at which time it is hoped to have a number of leaders in junior college education address the group.

SUCCESS IN SOCIAL SCIENCES¹

In any college course in which there are enough students to make several sections necessary, the question arises whether or not to attempt some kind of homogeneous grouping. At Christian College this question was discussed in connection with the history classes. If they were to be divided according to any system, would it be more satisfactory to place students in the different sections on the basis of the number of high school units of social science offered, or according to their scores on the intelligence test?

In many colleges students who offer three units of social science for entrance are excused from the history requirement. If this exemption is justified, it must be on the assumption that the material offered in a college history course is more or less of a duplication of the high-school courses.

¹ Reported by Margaret McMillan and Mary S. Meyer, Christian College, Columbia, Missouri.

In that case students who have had several years of preparation in high school might be expected to make better grades in their college history courses than other students.

A study was made, accordingly, of the high-school records of 151 history students. The following courses had been pursued:

Name of Course	Number of Students
American or United States History...	138
Ancient History	70
Civics	67
Medieval and Modern History.....	64
World History	38
American Problems	35
Sociology	29
Economics	25
Citizenship and Vocations.....	24
Modern History	11
English History	5
State History	5
Ancient and Medieval History.....	3

In view of the increasing interest in current world problems, it is surprising to find more time spent on ancient history than on modern European history or world history.

The relationship of number of high-school units in social science to college grades in history was found to be as follows:

Number of Units	Excel- lent	Satis- fac- tory	Me- dium	Incom- plete and Fail- ure
One and one-half	0	2	3	1
Two	3	5	8	5
Two and one-half	1	3	6	3
Three	3	17	29	12
Three and one-half	0	2	4	2
Four	0	8	20	10
Four and one-half	0	0	4	0
Five	1	0	0	0

It is apparent from this table that it would be impossible to predict success in college courses in history from the number of high-school units in social science.

The number of high-school units was correlated with the grades re-

ceived in college courses in history. The scores made on the American Council on Education *Psychological Examination for High School Graduates and College Freshmen* were also correlated with the college grades in history. The number of high-school units ranged from one and one-half to five. The grades were divided into eleven groups. The correlation between number of high-school units in social science and college grades in history was only $.06 \pm .05$. Between the psychological examination and college grades in history, however, it was $.65 \pm .03$.

It has sometimes been said that high-school grades are the best basis for forecasting college success. The high-school records of Christian College students have not proved very reliable indications of their ability. Especially in the small high schools the grades seem to be unduly optimistic and not very objective. An attempt made a few years ago to classify students in accordance with their high-school grades was not successful.

CONCLUSION

1. The number of high-school units of social science offered for college entrance is in no way indicative of the quality of work that can be expected in college history classes. The correlation of $.06$ is so low as to be negligible.

2. The correlation of $.65$ between the scores on the psychological examination and the college grades is as high as is usually found. This would indicate that the grading is normal and is not to blame for the low correlation with the number of high-school units.

3. There does not seem to be the overlapping between high-school and college courses in social science that is sometimes complained of in other subjects.

4. If the only information available at the time of classification is the high-

school record and the score on the psychological examination, the latter is the much more satisfactory basis for homogeneous grouping.

MIDDLE STATES ASSOCIATION

At the forty-fifth annual meeting of the Middle States Association of Colleges and Secondary Schools, held at Atlantic City in November, the Commission on Institutions of Higher Education was instructed to re-examine the standards which had been adopted previously with reference to the classification of junior colleges and to modify or further define certain of them.

The Commission met in December under the chairmanship of Professor A. L. Jones, of Columbia University, and agreed upon the modified standards which are printed below. The Commission decided that, for the present at any rate, institutions which were organized and conducted for profit would not be eligible for inclusion in the list of approved junior colleges. The new standards follow:

Introductory statement.—The Middle States Association of Colleges and Secondary Schools restricts its interest to those junior colleges which give instruction in academic subjects, and no junior college will be placed upon the Association's list of approved junior colleges unless its student body is engaged primarily in the study of such subjects; but a junior college which includes in its student body certain groups of students which are engaged in the study of vocational subjects of college grade may be eligible for inclusion in the list. Junior colleges which are primarily schools of vocational education are not eligible for inclusion in the list.

1. The requirement for admission shall be the satisfactory completion of a four-year course of not less than fifteen units in a secondary school approved by a recognized accrediting agency, or the equivalent of such course. The major portion of the sec-

ondary school course accepted for admission should be definitely correlated with the curriculum to which the student is admitted.

2. Requirements for graduation should be based upon the satisfactory completion of thirty year-hours or sixty semester-hours of work corresponding in grade to that given in the freshman and sophomore years of standard colleges and universities. In addition to the quantitative requirements above, each institution should adopt qualitative standards suited to its individual conditions. (In junior colleges in which the "conference" or tutorial method of instruction is employed not less than two full academic years of full-time work shall be recognized as the equivalent of thirty year-hours or sixty semester-hours. The Commission on Institutions of Higher Education shall judge whether such two years of work do actually fulfill the requirement stated above.)

3. Members of the teaching staff regularly in charge of classes should have a Baccalaureate degree and should have had not less than one year of graduate work in a recognized graduate school; in all cases efficiency in teaching as well as the amount of graduate work should be taken into account. It is understood that the graduate training of a member of the faculty shall have been in the subject taught by him or in a closely related subject.

4. Teaching schedules exceeding sixteen hours per week per instructor or classes (exclusive of lectures) of more than thirty students should be interpreted as endangering educational efficiency.

5. The curricula should provide both for breadth of study and for concentration and should have justifiable relation to the resources of the institution. The number of departments and the size of the faculty should be increased with the development of varied curricula and the growth of the student body.

6. No junior college should be accredited unless it has a registration of not less than fifty students.

7. The minimum annual operating income for the two years of junior college work should be \$20,000, of which not less than \$10,000 should be derived from stable sources other than students, such as public support or permanent endowments. Increase in faculty, student body, and scope of instruction should be accompanied by increase of income from such stable sources. The financial status of each junior college should be judged in relation to its educational program. An institution conducted for profit is not eligible for inclusion in the approved list of junior colleges.

8. The material equipment and upkeep of a junior college, including its buildings, lands, laboratories, apparatus, and libraries, and their efficient operation in relation to its educational progress, should also be considered when judging an institution.

9. It is essential that a junior college conduct its work at the college level and not at the secondary school level. If a secondary school or the final two years of a secondary school be maintained in connection with a junior college, great care must be used to prevent the work of the junior college from becoming a mere continuation of work at the secondary school level. In general, classes and laboratory sections should not include both secondary and junior college students. The faculty of the junior college should be made up primarily of those giving instruction to junior college students, but in some cases members of the faculty may instruct classes in both divisions of such an institution, provided that instruction to junior college classes is maintained upon the college level.

10. In determining the standing of a college, emphasis will be placed upon the character of the curriculum, the efficiency of instruction, the standard for diplomas, the tone of the in-

stitution, and its success in stimulating and preparing students to do satisfactory work in colleges and universities.

SEMI-PROFESSIONAL COURSES

An interesting and significant piece of semi-professional engineering work of junior college grade is being done in a group of Pennsylvania cities under the direction of the Engineering Extension Department of the Pennsylvania State College. The need for such work and the way it is being met is described in a recent report from the supervisor of these schools, I. C. Boerlin, to Professor J. O. Keller, head of the Engineering Extension Department, from which the following extracts are taken:

The small number of state junior colleges is a clear indication that the state institutions have been too concerned in the development in the work of university grade, and have been unaware of the great need for work of a post-secondary school level, or else inactively aware of it. It would seem the duty of state institutions to foster this type of education affecting a far greater number of people than actually enrolled in the College, in performing its function as an institution of the taxpayers of the people of the state.

Although this type of education is needed in every branch of learning, i.e., engineering sciences, natural sciences, literature, fine arts, liberal arts, agriculture, business and commerce, and home economics, we are at present concerned with one of the largest of these, namely, the engineering sciences. When we consider from a study of personnel records of colleges, that only forty engineering students in one hundred complete their courses and receive degrees, it seems obvious that either the colleges are less selective than they should be and that too great a number are admitted, or that the instruction they offer is poorly suited to a large number of young men seeking a technical education. This large number of young men who fail to complete their engineering courses, coupled with a still larger group who have been denied the privilege of attempting engineering work of collegiate grade, present a group which in compari-

son is three to five times the number who successfully obtain a college degree. At the present time in many localities there is little or no opportunity for the group who are unable to attend colleges for various reasons, and similarly no recourse for the group who have failed in their efforts to master work of college grade. In short, we are providing education for our young men and young women up to the high-school level, then selecting a limited few who can be educated up to a much higher college or university level and for the rest, who comprise by far the greater number, we are providing nothing.

From the standpoint of a technical school, there is an obvious need of a more flexible school parallel to the university system, a school to train men for the supervision of industrial production, installation, and operation, and for the supervision and operation of the more individualized and specialized types of industries; a school which takes cognizance of the local industries of the community and endeavors to supply the type of education and training best suited to the needs of the community and its activities; a school which admits students primarily on evidence of their ability to handle the work and of their interest in the work, rather than formal scholastic requirements; a school whose instruction is based on a study of and experience in industries; and a school whose objective is not to turn out a highly theoretical and little-experienced man, but rather a practical, experienced man moderately trained in both theory and practice, and able to fit into positions of a minor executive type, with greater success than a graduate of a college or university. There is indeed a large number of minor executive positions in industry today being filled by comparatively untrained men, which positions could be more effectively filled by these same men with proper training. This is especially true in the field of production, where college graduates who have devoted themselves almost continually to social and intellectual pursuits to the age of twenty-two or more do not turn eagerly to the highly systematized production processes; the figures available showing that only 9 per cent of college graduates in industry go into production, while 33 per cent go into engineering and technical, 31.1 per cent go into sales, 9.9 per cent into general execu-

tive positions, and 10 per cent into miscellaneous activities.

As far back as 1910 some idea of this type of education was conceived by the Engineering Extension Department of the College, and a branch engineering school was instituted in the city of Williamsport. Following that a school was organized in Allentown in 1912, in Wilkes-Barre in 1915, in Scranton in 1923, in Reading in 1924, and in Erie in 1926. All of these schools are at the present time in active operation on an evening basis with the exception of the school at Williamsport. After its inception in 1910 it was discontinued at a later date, to be reorganized again in 1925 and again discontinued in 1929. During the years of their operation they have served several thousand students and prepared them for better positions in industry.

The courses offered by the branch schools are of a practical nature in engineering fields. A complete course covers a period of three years of evening school, during which the student attends school two nights a week, two and one-half hours per night for a total of forty-eight nights in each school year, and studies four subjects per year, or a total of twelve subjects for the entire course. Each subject represents thirty class-hours of work and carries two points of industrial credit (an arbitrary system set up by this department). A total of twenty-four credits are required for graduation and qualification for the Engineering Extension diploma.

As to the number of students enrolled in these schools we find, in the year 1929-30, Allentown with an enrollment of 184, Erie with 88, Reading with 125, Scranton with 167, and Wilkes-Barre with 94, or a total enrollment of 658. The total enrollment for the year 1928-29 was 640, showing a net increase of 18 for the present year, and also showing that the enrollments are on the upward grade, taking into consideration of course that Williamsport was dropped last year. The schools are administrated directly from the College by a supervisor and two assistants and are administrated locally by part-time directors who are appointed by the trustees of the College. The supervisor and his assistants are responsible for the entire administration of the school, including advertising and promotion, courses, text material, supervision, office records, supplies, and so forth.

SHENANDOAH ORGANIZATION

Shenandoah College, at Dayton, Virginia, is a junior college, organized as the upper four years of the 6-4-4 plan. The organization of the curriculum which effected this four-year unit was put into operation with the beginning of the present term in September 1931. So far it is an experiment which is being studied at every step by those interested in this form of organization. The curriculum is planned for the eleventh grade through the fourteenth grade. There is no difference in hours of work required or in form of accrediting in the eleventh and twelfth grades, from that followed in the thirteenth and fourteenth grades, commonly known as freshman and sophomore years in college; all accrediting is in terms of semester hours, and classes meet either three or four times per week according to the need of the particular subject and not with reference to the particular year in which it happens to be offered.

One very pertinent question that must be answered is whether eleventh- and twelfth-grade pupils can develop sufficient initiative and self-reliance to master the subject-matter in three class periods that, under other circumstances, might have five class periods devoted to it. The answer to this question is for the future. We believe that this initiative and self-reliance can be developed earlier than the old plan provided for, and if it is developed in the eleventh and twelfth grades there is a positive gain in the study habits of the pupil. The work is planned to provide sixteen hours per week in class throughout the four-year period, with physical education required in addition in two of these years.

There are four groups of courses offered at Shenandoah College, two of which are terminal and two that are especially designed for those students who plan to continue their training after completion of the junior

college work. The terminal courses are in business administration and cultural subjects. Of the other two courses, viz., academic and technical or scientific, the academic parallels very closely the first two years of the liberal arts course in a standard college while the technical or scientific course is designed to meet the requirements of preliminary training for scientific and technical study. These courses are of equal value in units of credit and all work will be transferred to another institution, but students who follow the cultural course will not be certified for further college work.

All faculty members are available for work in any year of the department in which they teach. Vocational guidance courses are offered in the freshman year, and a course in orientation is required in the junior year.

The College offers unique advantages to students who are interested in music by virtue of the fact that Shenandoah Conservatory of Music, one of the best schools of music of the South, is operated in connection with the junior college by one board of trustees and under the direct supervision of a single executive board.

VERNON L. PHILLIPS
President

COURSE IN SOCIAL ARTS¹

Social arts as offered at Los Angeles Junior College is a cultural course. It stresses three phases of education.

First, the prime object is to widen and deepen the student's social consciousness, and to help the individual acquire tolerant attitudes of mind and a sense of social obligations. Second, the course seeks to give practice in

¹ By Margaret M. Preininger, instructor in social arts, Los Angeles Junior College. See note in the issue of the *Journal* for May 1931 (p. 517) for explanation regarding this series of articles (of which this is the fifth) regarding semi-professional courses in Los Angeles Junior College.

creative entertainment by developing originality, and conversational powers. Its third object is to acquaint the students with correct social procedure as related especially to good taste, poise, and restraint. The curriculum also stresses correct speech usage as a necessary element of culture. The study of voice and diction continues throughout the two years, since agreeable voices and cultivated ways of speaking are essentially a social passport.

In vocal interpretation of literature the mind of the student is brought into the closest contact with the supreme thought of master-minds; thereby appreciating the highest in literature and art.

The printed page may sharpen the intellect, but it can never bring the rich emotional response which is so large a part of the developed nature, and which follows from vocal interpretation.

Interpretation cultivates the imagination, removes repression, develops and refines the sensibilities; and by it emotional expression is awakened.

Studies of the culture of other races, other civilizations, and early periods of our own history are the background for one course. For example, the culture and arts of China are studied. Lectures, readings, and reports are supplemented by an address by a foreign consul or a world traveler. The class may attend a Chinese play acted by one of China's foremost actors. Finally, the study is climaxed by a dinner at which the cuisine arts of China are represented at their best. In this fashion a study of nine leading countries affords the cultural background somewhat comparable to travel. International feeling is engendered by contact with interesting men and women of foreign birth. On all occasions practice is given in the necessary social amenities.

In another course the approach is through the study of Greek culture at its highest point, the "Golden Age" of Pericles. The Greek view of life is

used as background for a critical study of present-day attainments in cultural fields.

The widening interests of the woman of today, as she expresses herself in literature, the arts, social welfare work, education, politics, sports, business, home making in all the phases of modern life, are made the topics of study and conversation. Biographies, essays, magazine articles, furnish the subject-matter for group discussion, the technique of which involves principles of psychology, effectiveness in speaking, as well as correct speech usage.

A series of teas gives a free range for the student's originality in entertaining. Play reading, poetry reading, dancing, singing, give range to the student's creative ability.

One course in social arts offers a comprehensive study of the history of painting, sculpture, and architecture, developing a keener appreciation of aesthetic values.

Another course gives a historical survey of costume, with a study of linework, light and color, proportion, decoration, and material in relation to modern dress.

The course in interior decoration stresses suitability of home furnishings.

Arts and crafts include the designing and making of batiks, block prints, and leather book-binding.

Other courses, English masterpieces, drama, music, sociology, and philosophy, all of which tend to develop a culture best fitted for the art of living, are used.

The Department of Social Arts has a favorable setting in which "to learn to do better the things you are going to do anyway." A complete apartment furnished in San Marino style, also a larger studio intended for larger and more formal entertainment and recitals, as well as a classroom, are all favorable to the larger purpose of the course to meet the demands of "education in life."

Judging the New Books

Edited by John C. Almack, Stanford University

RODERICK PEATTIE. *New College Geography*. Ginn and Company, Boston. 1932. 583 pages.

The author is professor of geography at Ohio State University. His purposes are to provide a book that outlines the scope of the subject for majors in geography, stands as an introduction to the various branches of study, and holds a cultural value for students in such departments as history, economics, and sociology. "First and last, the book is limited to principles."

There are twenty-four chapters and a general bibliography. A few headings will reveal something of the subjects treated: "Climates of the World," "Jungles and Savannas," "Trade-Wind Deserts," "Forests and Man," "The Sea and Ships," "Islands of the Sea," "Mountain Characters," and "Water Supply and Water Power." These are promising of interest.

Each chapter is set off into major subdivisions, indicated by centered titles in black-face type. Topic headings in black-face stand at the beginning of paragraphs. The chapters close with brief "Suggestions for Study" and selected lists of books and magazine articles. The readings cover varied sources, popular as well as the scientific. Numerous "Map Studies" require the student to locate cities, rivers, lakes, countries, and so forth.

The illustrations are chiefly halftones, in which the author has used photographs uniform in size; that is, three by five inches. A brief de-

scription of each illustration is an admirable feature. There are also many maps: not complicated, but adequate to the purpose.

Mechanically, the book measures up to the high standard one expects of his publisher. The cover is artistic and durable. The paper is of high quality; the printing clear and sharp. The lines are well leaded; the type size a good standard.

The author's style is interesting and possesses elements of individuality. The content shows wide reading and a diversity of interests. The "human interest" aspects of geography are brought to the fore. The sentences are well formed and the meaning clear. The chief defect in composition is to be found in the paragraphs. They are not real paragraphs at all, but quite accidental divisions which are of little aid to the reader.

The reviewer considers this an excellent book. It is scholarly, scientific, vital. It is a distinct contribution to the teaching of geography.

EDGAR M. DRAPER AND ALEXANDER C. ROBERTS. *The Principles of American Secondary Education*. The Century Company, New York. 1932. 549 pages.

"Two years of the old elementary school and two years of the university are now definitely recognized as integral parts of the new secondary education," declare the authors in their second sentence in the Preface. "The authors have at-

tempted at all times to consider the problems of the high school teacher from the standpoint of the junior high school, senior high school, and junior college."

The Principles of American Secondary Education is written for beginners; "the book can be used as an introduction." It is designed to aid "in adjusting inexperienced university-trained teachers to high school conditions." It "considers four major problems: (1) the secondary school as an institution, (2) the secondary school pupil, (3) the secondary school teacher, and (4) secondary school teaching materials."

The authors say that "from the lower division idea the junior college has emerged as a separate school" (p. 4). "The most recent grouping is the 6-4-4 system, or the 4-4-4-4 system, which seems destined to spread wherever conditions are favorable." In chapter ii, "The Evolution of American Secondary Education," the orthodox view of the Boston Latin Grammar School as the forerunner of the academy and the high school is presented. "The Law of 1647 fixes definitely the aim of university preparation." "The Latin Grammar School," say Messrs. Draper and Roberts, "met the need in early New England . . . very well."

The origin of the academy is traced to Milton and to the Non-conformist movement in England. The origins of the high school are not clearly stated, but reference is made (p. 42) to "a new school system" which "sprang up first in the cities." "The free public high school developed as part of the new education." No suggestion is given that the high school was an upward ex-

tension of the elementary or "grammar" school. A clear and up-to-date treatment of "Secondary Education in Other Lands" is contained in chapter iii.

A brief view of the content of the book may be obtained through citation of a few topic headings. Among these are: recent developments which have influenced the high school (p. 52); aims of the junior college (p. 133); weaknesses and limitations of the junior college (p. 135); machinery of college admissions (p. 174); a discriminating admissions scheme (p. 187); the prevention of elimination from school (p. 235); the junior college curriculum (p. 267); the causes of teacher failure (p. 363); and the problem as a modern teaching device (p. 459).

The book shows careful preparation. The style is lively and vivid. When one takes account of the wide scope of the book, he must conclude that the authors have been successful in giving concrete material; the book contains the minimum of abstraction and generalization. Many hints on what to do and how to do it are found. The reviewer would prefer to put citations with the first names and initials first; he also prefers to break up the long paragraphs. Nevertheless, there is nothing basic in such criticism, and one is constantly impressed by the fact that the book has been well planned, well written, and carefully edited.

The reviewer agrees with the authors that the chief purpose of the text will be found in "introducing" students in training to secondary education. This purpose justifies the bringing in of several topics which have little or no justification

in a text of principles. Among them are chapters on guidance and counseling, statistical terms and techniques, school buildings, and methods in research. They belong in specialized courses in applied science or in "survey" courses introductory to the whole field of education.

Each chapter has a well-selected bibliography. The Index is accurate and represents a thorough analysis of the contents. All in all, *Principles of Secondary Education* is a superior text, and an outstanding volume in the Century series.

FREDERICK E. LUMLEY AND BOYD H. BODE. *Ourselves and the World: The Making of an American Citizen*. McGraw-Hill Company, New York. 1931. 591 pages.

With our library shelves straining under the weight of so many books on American government and social problems, any new publication must present outstanding features of originality and style to secure recognition. This book is designed for high-school seniors and college freshmen. Its essential purpose is "to show that our national tradition of Democracy contains the promise and potency of an ideal that is worthy of our best aspirations." It presents a philosophy of citizenship instead of a large assortment of infallible rules. It does not aim to replace any of the standard texts now available for the twelfth grade or college freshmen but rather to supplement them for reference reading and to provide a text for those schools desiring to offer a special course in what is commonly termed "good citizenship."

The authors have depended for the accomplishment of their aim upon the extensive use of materials taken from the entire social science field. The book begins in Part I by describing and discussing "The Candidate for Citizenship." Emphasis is placed upon

the fact that all people—no matter what station in life they occupy—begin their earthly existence as "tiny, helpless, and none too sightly babies" and are affected in their intellectual and physical development by the presence or absence of certain inherited and environmental conditions. Part II dwells upon the nature and usefulness of social institutions by explaining their origin and essential features, their liberating and binding influences upon man, the necessity for flexibility in their make-up to provide for change, and upon how they have become more and more democratic as people become more tolerant of one another's opinions and desires. Part III outlines the nature and importance of the chief institutions of American life and devotes a chapter to each of the following subjects: The Family, The Industrial Organization, Labor and Capital, Money and Banking, The School, The Press and the Movies, The Religious Organization, and The Governmental Organization. Part IV is concerned with the subject, "Government and Democracy." The approach used to develop this topic is made through the discussion of these subjects: Popular Government, The City and Its Government, State and National Government, The Constitution, The President, Congress, The Judiciary and Civil Rights, Present-Day Political Problems, Foreign Relations, and Principles and Persons.

Without a doubt this is a different type of textbook on citizenship. It meets the demands placed upon new texts in this field by its originality of approach and its interesting manner of catering to pupil thought and discussion. It is philosophical in that its whole presentation aims at basic understandings, appreciations, and attitudes toward the relationship of man to social phenomena. The principal criticism of the book is that it is too philosophical at times, to the point of becoming somewhat involved.

LEWIS WILBER CLARK

Bibliography on Junior Colleges*

2126. SHELBY, T. H., "The Junior College Situation in Texas," *Proceedings of the National University Extension Association, Boulder, Colorado, May 11-14, 1931*, Indiana University, Bloomington, Indiana, 1931, pp. 69-70.
- Discussion of address by W. C. Eells, as it relates to the situation in Texas.
2127. SHOCKLEY, FRANK W., "The Junior College and University Extension," *Proceedings of the National University Extension Association, Boulder, Colorado, May 11-14, 1931*, Indiana University, Bloomington, Indiana, 1931, pp. 46-48.
- Outlines growth of interest in the junior college movement and lists nine "activities relating to the junior college movement in which universities are participating."
2128. SPAHR, ROBERT HOOVER, "The Need for Semi-professional Education," *California Quarterly of Secondary Education* (January 1932), VII, 135-45.
- An address before the Northern California Junior College Association, October 17, 1931, and before the Southern California Junior College Association, October 24, 1931. Discusses the demand for technical institute training as compared with college training and similarities and differences of technical institute and junior college education.
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- Floor plans and views of a \$700,000 plant.
- * This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.
2130. WAHLQUIST, JOHN T., "A Study of the Social, Economic, Professional, and Legal Status of the Junior College Instructor," *Abstracts of Graduate Theses in Education, Vol. I, 1927-1931*, Teachers College, University of Cincinnati, Cincinnati, Ohio, 1931, pp. 266-88.
- Abstract of author's doctoral dissertation. Summary published in the *Junior College Journal*, December 1930 and January 1931.
2131. WAHLQUIST, JOHN T., "Status of the Junior College Instructor," *Phi Delta Kappan* (December 1931), XIV, 116, 118.
- Review of the author's pamphlet of same name in department, "As the Author Sees It." See No. 2088.
2132. WAHLQUIST, JOHN T., "The Junior College," *Journal of Educational Research* (December 1931), XXIV, 384-85.
- Review of W. C. Eells's *The Junior College*.
2133. WARREN, CURTIS E., and TIBBITTS, F. L., "An Industrial and Occupational Survey of Yuba and Sutter Counties, California," Marysville, California, June 1931, 80 pages (mimeographed).
- Authorized by the Board of Trustees of the Yuba County Junior College, October 22, 1930. "The study was made apropos to the curriculum revision which is being carried on in both the high school and the junior college. . . . This survey is the first of its kind to be conducted in a rural situation."
2134. WHITNEY, FREDERICK L., "The Junior College," *Teachers Journal* (December 1931), VI, 551.
- Review of W. C. Eells's *The Junior College*.
2135. WHITNEY, FREDERICK L., "Recent Legislation Affecting the Junior College," *School Review* (December 1931), XXXIX, 775-81.
- Reviews legislation enacted since 1927 in Maine, Louisiana, Texas, Ne-

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braska, North Dakota, Utah, Iowa, Kansas, California, Michigan, and Arizona; and legislation defeated in Colorado, Arkansas, Idaho, and Ohio. "On the whole, the junior college is not only holding its own as an educational institution recognized by state statute but is becoming more firmly entrenched in the commonwealths where it has already been provided for."

2136. WHITNEY, FREDERICK L., "Recent Legislation Affecting the Junior College," *Proceedings of the National University Extension Association, Boulder, Colorado, May 11-14, 1931*, Indiana University, Bloomington, Indiana, 1931, pp. 62-66.

Essentially duplicate of material in article by same author in the *School Review*. See No. 2135.

2137. WRENN, C. GILBERT, *Practical Study Aids*, Stanford University Press, California, 1931, 16 pages.

Concise, practical suggestions of special value to the junior college student.

2138. ZOOK, GEORGE F., "Remarks," *North Central Association Quarterly* (December 1931), VI, 302, 303.

Remarks concerning certain actions of the Commission on Higher Institutions with reference to junior college standardization and accreditation in the North Central Association.

2139. BENTLEY, BYRON R., *Cases in Real Estate and Property Law*, Los Angeles, California, 1932, 262 pages (mimeographed).

A case book of problems intended as a textbook for teaching business law to students in semiprofessional courses at Los Angeles Junior College.

2140. BUCHHOLZ, H. E., *Fads and Fallacies in Present-Day Education*, Macmillan, New York, 1931, 200 pages.

Junior colleges, especially in the vocational field, provide an unlimited field for constantly increasing national expenditure for education (pp. 77-78).

2141. EELLS, WALTER CROSBY, "Enrollment in Junior Colleges," *School and Society* (January 30, 1932), XXXV, 155-56.

Summary of growth over ten years and comparisons with four-year college and university enrollments as re-

ported by Raymond Walters in earlier issue of same journal.

2142. EELLS, WALTER CROSBY, "Junior Colleges," *Record of Current Educational Publications, July 1-September 30, 1931* (U.S. Office of Education Bulletin 1931, No. 16), pp. 27-29.

Annotated bibliography of fourteen selected titles.

2143. EELLS, WALTER CROSBY, "What Needs to Be Done Now in American Education?" *The Nation's Schools* (January 1932), IX, 21-26.

Includes "extension and democratization of public junior colleges" as one of twenty advance steps in American education in the next decade.

2144. GREEN, BERTHA, "California School People—Dr. Wm. H. Snyder," *Sierra Educational News* (February 1932), XXVI, 42.

Sketch of the life of "the forceful and dynamic head of the Los Angeles Junior College, who combines the training, culture, and conservatism of the East and the broad vision and progressive spirit of the West."

2145. HERTZLER, SILAS, "Attendance in Mennonite Schools and Colleges, 1928-29," *Mennonite Quarterly Review* (July 1929), III.

Includes statistical data on three junior colleges.

2146. HERTZLER, SILAS, "Attendance in Mennonite Schools and Colleges, 1929-30," *Mennonite Quarterly Review* (July 1930), IV, 166-77, 10 tables.

Includes statistical data on three junior colleges.

2147. HERTZLER, SILAS, "Attendance at Mennonite Schools and Colleges, 1930-31," *Mennonite Quarterly Review* (October 1931), V, 272-83, 10 tables.

Includes statistical data on three junior colleges.

2148. JESSEN, CARL A., "Biennial Survey of Education in the United States 1928-30: Chapter iii, Secondary Education," *U.S. Office of Education Bulletin, 1931, No. 20*, 23 pages.

Summarizes growth of the junior college since 1921 and recent significant

developments in the field (pp. 7-9); outline of study in progress on growth and trends in public junior colleges (p. 22).

2149. JONES, WALTER B., "Report of the Committee on Relations of Junior Colleges and Engineering Schools," *Journal of Engineering Education* (November 1931), XXII, 214-22.

For summary and significant extracts see issue of the *Junior College Journal* for June 1932.

2150. KOOS, LEONARD V., "Trends at the Junior College Level," in W. S. Gray's *Recent Trends in American College Education (Proceedings of the Institute for Administrative Officers of Higher Institutions, 1931, Vol. III)*, Chicago, Illinois, 1931, pp. 3-11, 2 tables.

"It is clear that the junior college period is rapidly being allocated to the secondary school. This movement is being accompanied by an increasing tendency in the higher institutions, more especially the larger ones, to effect the separation of the first two years from the upper years of higher education."

2151. LINDSAY, E. W., "California School Leaders—Dr. C. L. McLane," *Sierra Educational News* (February 1932), XXVI, 28.

Sketch of the life of the man who organized the first junior college in California, at Fresno, in 1911.

2152. LOS ANGELES JUNIOR COLLEGE, *A New Type of College Training*, Los Angeles, California, 48 pages.

"An illustrated symposium of the Los Angeles Junior College semiprofessional curricula." Third revised edition. Contains attractive illustrated descriptions of the work in accounting, aeronautics, art, banking, general business and business law, civic health, civil engineering, community recreation, drama, electricity, liberal arts, mechanics, music, nursing, publications, radio and sound, secretarial, school service, and social arts.

2153. LYON, LEVERETT SAMUEL, "Education for Business and the Junior College," *Journal of Business* (June 1931), IV, 283-98, 6 tables.

Considers such topics as history and types of junior colleges, business train-

ing, entrance requirements, offerings in commercial subjects, requirements in commercial curricula, and the rôle of the junior college in business education. Advocates a variety of commercial curricula of different content and duration, both preparatory and terminal. Includes data secured from 128 junior colleges regarding 179 commercial curricula. "The organization of the business curriculum for the non-terminal courses of the junior college is comparatively easy. The organization of the business curriculum of the terminal courses of the junior college is a difficult but challenging task."

2154. MITCHELL, MARGARET J., "The Place of Women's Junior Colleges in the American Educational System," *P.E.O. Record* (February 1932), XLIV, 6-8.

General survey of the development of the junior college movement, with special consideration of the reasons for private junior colleges for women, their opportunities, obligations, and accomplishments. Concludes that "it is now clearly evident that the junior college for women has been accepted as a permanent feature of our educational system."

2155. MOORE, MYRTLE L., "History in Junior Colleges Accredited by the North Central Association of Colleges and Secondary Schools," *First Yearbook of the National Council for Social Studies*, pp. 140-53.

2156. NATIONAL INTERFRATERNITY CONFERENCE, "Minutes," *National Interfraternity Conference Yearbook, 1931*, New York, 1931, pp. 122-123.

Formal action of the conference in disapproving establishment of national fraternities in junior colleges.

2157. SCROGGS, SCHILLER, "A Partial Survey of Cameron State School of Agriculture," Oklahoma A. and M. College, Stillwater, Oklahoma, 1931, 86 pages, 42 tables (mimeographed).

"Made for the Oklahoma State Board of Agriculture during March, 1931." Deals with student self-support; the student body; faculty preparation, tenure, service loads, and salaries; institutional finances; the physical plant; unit costs of instruction; and the junior college idea in Oklahoma.